

SCHOLASTIC COACH



RING OUT THE OLD!

Let's give a good substantial cheer
As we usher out the year;
Let's bid adieu to goat and hero
As '56 turns into zero.

A fare-thee-well to the Dons of 'Frisco,
Who moved the ball as smooth as crisco;
And had opponents busting gaskets
Watching Russell bat out baskets!

Bye, bye, Dumas, seven-foot jumper;
Mickey Mantle, long-ball thumper;
Wilkinson of Split-T guile,
O'Brien, who puts the shot a mile.

How tough it is to say goodbye
To the gridders of Massena High;
54 straight—that's what they've took,
Third best mark in the schoolboy book.

Shed no tear for the amateur oath
That Olympians to take were loath;
It raised their pressure and their umbrage,
Their only oath was at Mr. Brundage!

Auf wiedersehen to the electronic craze
That had pro football in a daze;
To the wired field, the short-wave gem,
We can only say the "helmet" them!
Ta, ta, Tennessee and Stengel,
Nashua and the Princeton bengal;
Rocky, Middlecoff, and Larson,
And Richards, Bob, the flying parson.

Goodbye Spanish jav'lin hurl,
The soapy hands and dervish whirl,
It could really give the spear a ride
But right into a poor fan's hide!

So long Dodgers, still in terror
Of an awful case of Berra-Berra;
Even in Japan, as good-will roamers,
You had to settle for Chinese homers!

So adios to '56,
It sure got in a lot of licks.
Let's hope the New Year throws 11,
And you clean up in '57!

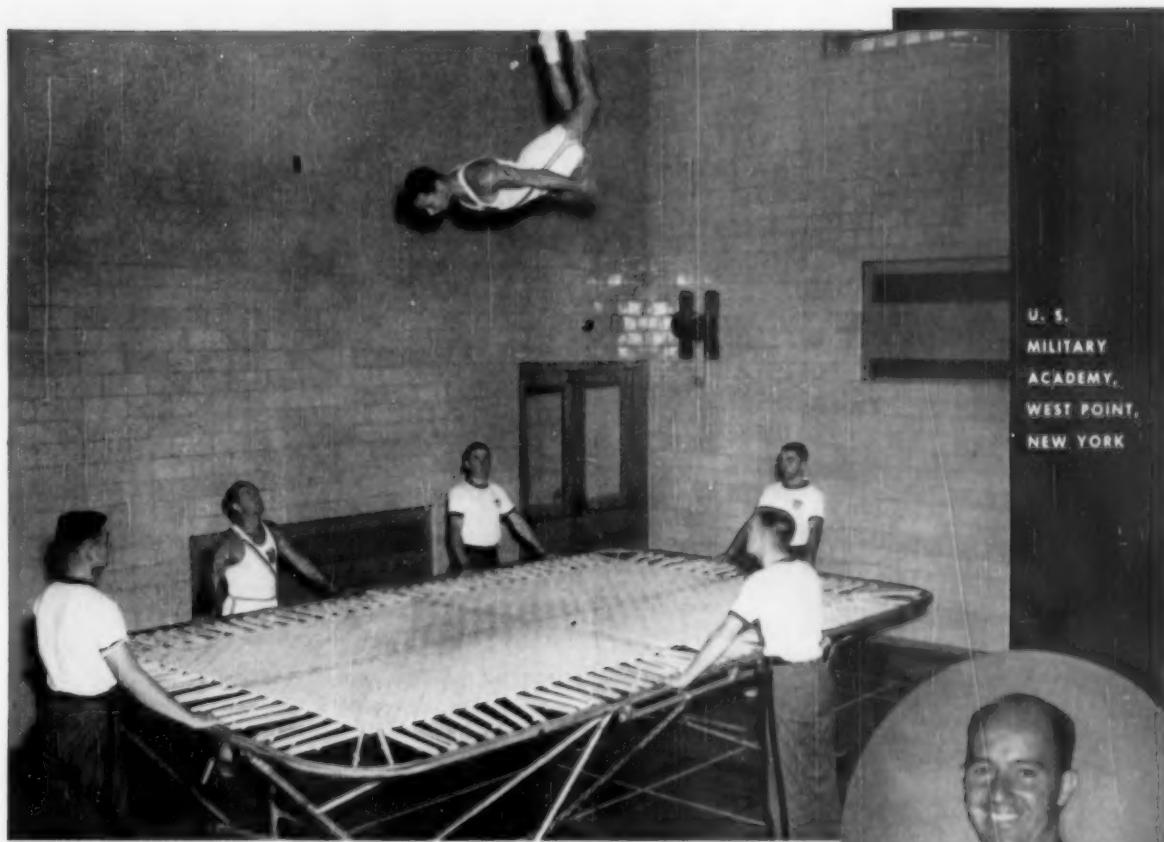


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SCHOLASTIC COACH

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VOLUME 26 • NUMBER 4 • DECEMBER

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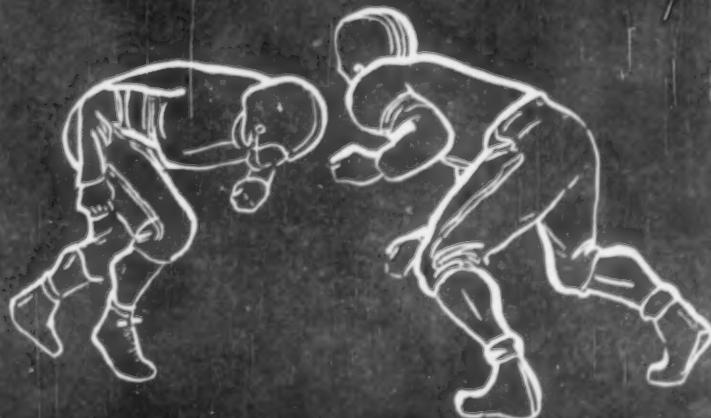
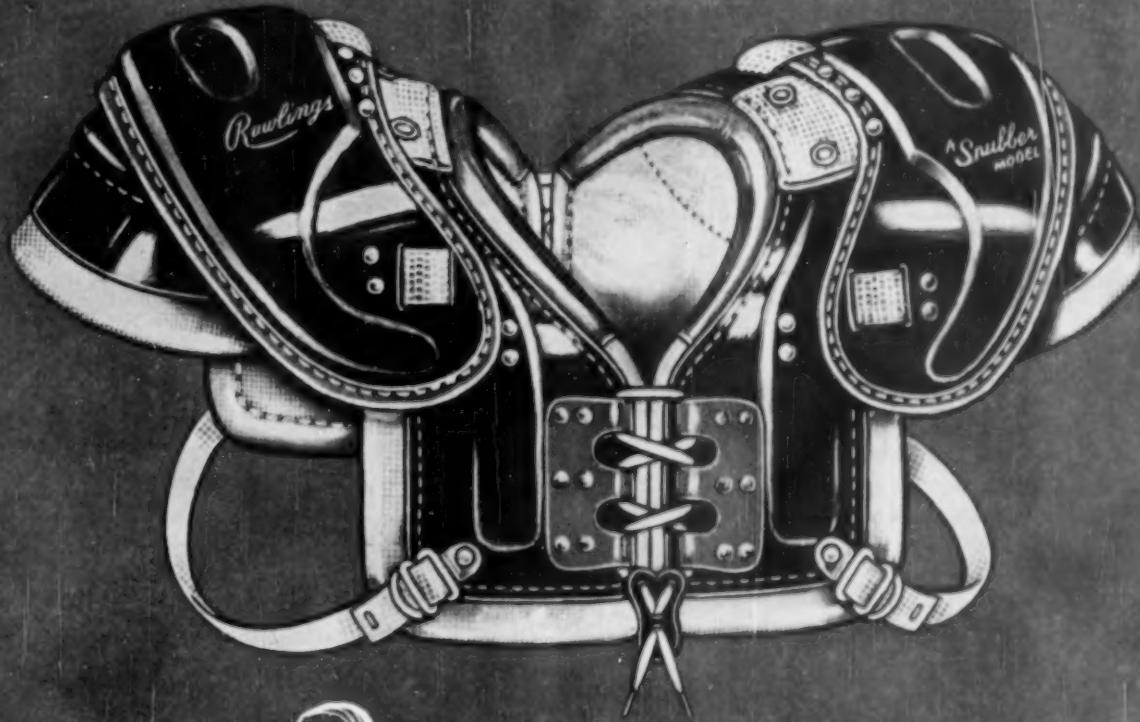
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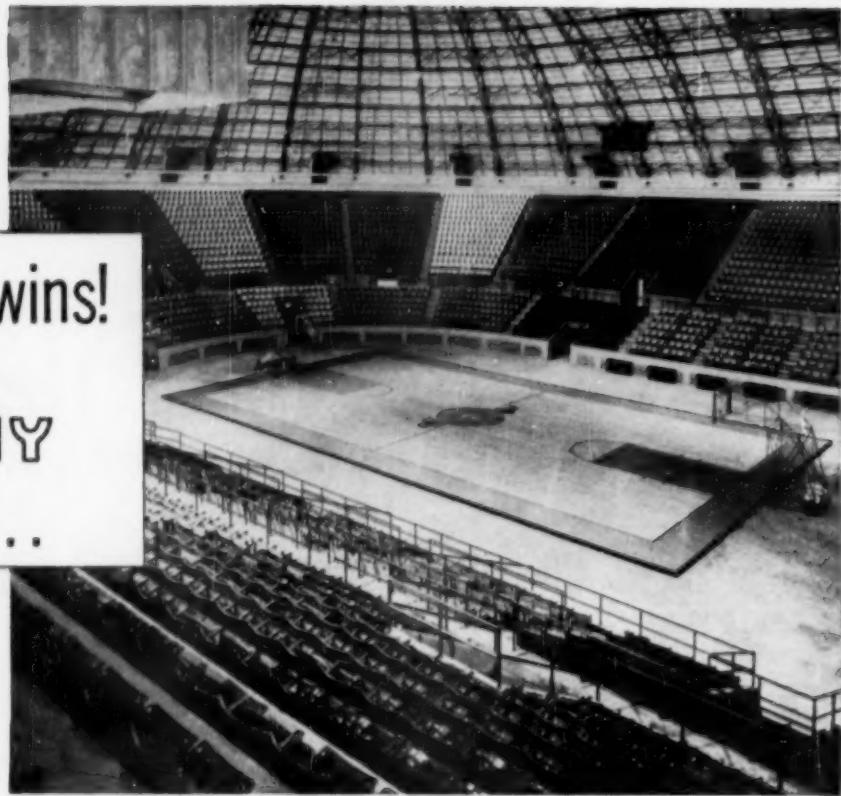
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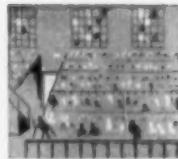
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The shooting over there

DON'T look now, but soccer—which has been the world's No. 1 sport ever since the Greeks put their foot in it—is in danger of being deflated to No. 2. From all we hear, see, and sense, basketball is growing by leaps and rebounds, and by the next Olympics may well bounce into the No. 1 spot.

In this corner last December, we mentioned how the game had dribbled into the hearts of the South American and Latin American countries. Since then we've discovered that the same lightning has struck Europe and the Near East.

Our chief baskets of information have been Jim McGregor, fabulously successful Whitworth College coach now masterminding the Italian national team, and Larry Killick, former college and pro star who toured the continent last summer with the Syracuse Nats.

Coach McGregor's lay-ups came to us in such an informative and absorbing fashion that we'd like to pass them on to you in toto—slightly larded with some of Killick's and our own observations.

ORGANIZED basketball is now being played in every country in Europe, and is actually running a fever in the communist satellites such as Czechoslovakia, Yugoslavia, Hungary, Bulgaria, and Romania. If interest rises any higher, the Russians may start claiming they invented the game!

Among the western European countries, basketball has become a major pastime in France, Italy, Spain, Belgium, and Switzerland. In Germany, England, and the Scandinavian countries, the game is growing but lags considerably behind the others.

Insofar as the Near East is concerned, basketball is a hot-bed in Greece, Turkey, Israel, Egypt, Syria, and Lebanon. No fewer than 18 countries sent teams to the 1956 European championships at Budapest.

Within each country, the game is organized and controlled by a nation-

al basketball federation. These national groups are in turn members of the International Basketball Federation. The IBF plays a vital role in all competitions, conducting the major international tournaments and sanctioning and controlling competition between national teams.

Basketball is primarily played between club teams. There's nothing to compare to our interscholastic or in-

tercollegiate program. The leagues within a country are usually organized on the basis of ability. That is, the best teams play in the top leagues, etc. There are also special leagues for younger players and for such groups as soldiers, workers, and students. But these are relatively unimportant.

There are two types of international competition. The most important of

(Continued on page 44)



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Editor, SCHOLASTIC COACH
33 West 42nd Street
New York 36, N. Y.

Dear Sir:

With the Olympics being in November, perhaps your readers will be interested in some background material about the competing European teams. The tremendous interest in basketball all over the world is one of the big stories of our time.

*** coaches, players and officials all over the world are well-informed about basketball in America. This is due to several factors, one of which has been the influence of SCHOLASTIC COACH. I have been asked to clarify or demonstrate basketball terms taken from SCHOLASTIC COACH articles in such remote places as Bolivia and Hungary. Many basketball terms defy literal interpretation and must be explained by an American familiar with the verbal tools of the coaching trade.

I'm sure you would be pleased to know how treasured your magazine is for its fine basketball articles. Last year at Budapest, one of the coaches of the Czech team came to me with a 1952 copy asking for help in interpreting the word "Sloughing" in an article on defense by Lou Rossini. I imagine that copy is still in circulation behind the iron curtain. They are traded and exchanged like rare stamps. ***

Cordially,

Jim McGregor
Coach, Italian National Team

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By FRED SCHAUS
Head Coach, West Virginia University

Time-Motion Study of Basketball Practice

METICULOUS organization is a prime factor in every coach's success, particularly in basketball. With practice time being severely limited, it becomes vitally important to carefully and efficiently plan every available practice minute.

Unfortunately, there are very few criteria, particularly for a beginning coach, from which a skeletal plan can be derived for a seasonal, weekly, and daily practice program. Regardless of how much an individual may have played the game or how well he may know the intricacies of play, he still has no concrete basis for determining how much time to allot to each of the varying phases of practice as the season progresses.

It was with these thoughts in mind that a survey of prominent basketball coaches on junior high, high school, college, and professional levels was deemed advisable.

The survey included 100 of the most outstanding basketball coaches in the country, arbitrarily selected on the basis of their success and national reputation. So that further comparisons and analogies could be made, this total was sub-divided into the following four levels of coaching: 18 junior high, 35 high school, 35 college, and the 12 professional coaches who opened the 1951-52 National Basketball Association season.⁶

The primary purpose of this study was to arrive at definite conclusions relative to the amount of practice time that successful coaches deemed necessary. In order that a more detailed breakdown of the practice activities could be evaluated, the following phases of practice were included:

1. *Physical Conditioning*—calisthenics, running, rope skipping, weight training, etc.

2. *Fundamental Drills*—footwork, shooting, passing, dribbling, body balance, etc.

3. *Play Situations*—dummy scrim-

mage for both offensive and defensive maneuvers.

4. *Scrimmages*—full-court game-type scrimmage.

5. *Chalk Talks and Scouting Reports*—any form of personnel meetings.

Since coaches usually vary their practices as the season progresses, it was believed necessary to divide the season into divisions. The following seasonal divisions were established for the purpose of this survey:

1. *Pre-Seasonal*—from the first organized conditioning session to the first game.

2. *Early Season*—the first three to four weeks of the regular playing schedule.

3. *Mid and Late Season*—from the end of the Early Division through the last scheduled game.

4. *Tournament and/or Play-Offs*—from the last scheduled game through all post-seasonal contests.

Each coach cooperating in the survey was asked to give his total average practice time in minutes for each of the seasonal divisions listed above. The average was then broken down by the coaches so that each of the five phases of practice previously mentioned could be assigned a specific amount of this total time.

This procedure was carried out through all four seasonal divisions by each coach. An average mean of

(Continued on page 40)

BREAKDOWN IN MINUTES FOR PHASES OF PRACTICE

PRE-SEASON

	Total Average	Physical Conditioning	Fund. Drills	Play Sit.	Scrim- mage	Chalk Talks
Jr. High School	109	31	42	14	13	9
High School	123	21	47	28	20	7
College	115	22	40	22	22	9
Professional	183	26	50	29	58	20

EARLY SEASON

Jr. High School	111	21	36	22	22	10
High School	127	11	43	36	26	11
College	117	14	31	30	29	13
Professional	125	10	24	32	35	24

MID AND LATE SEASON

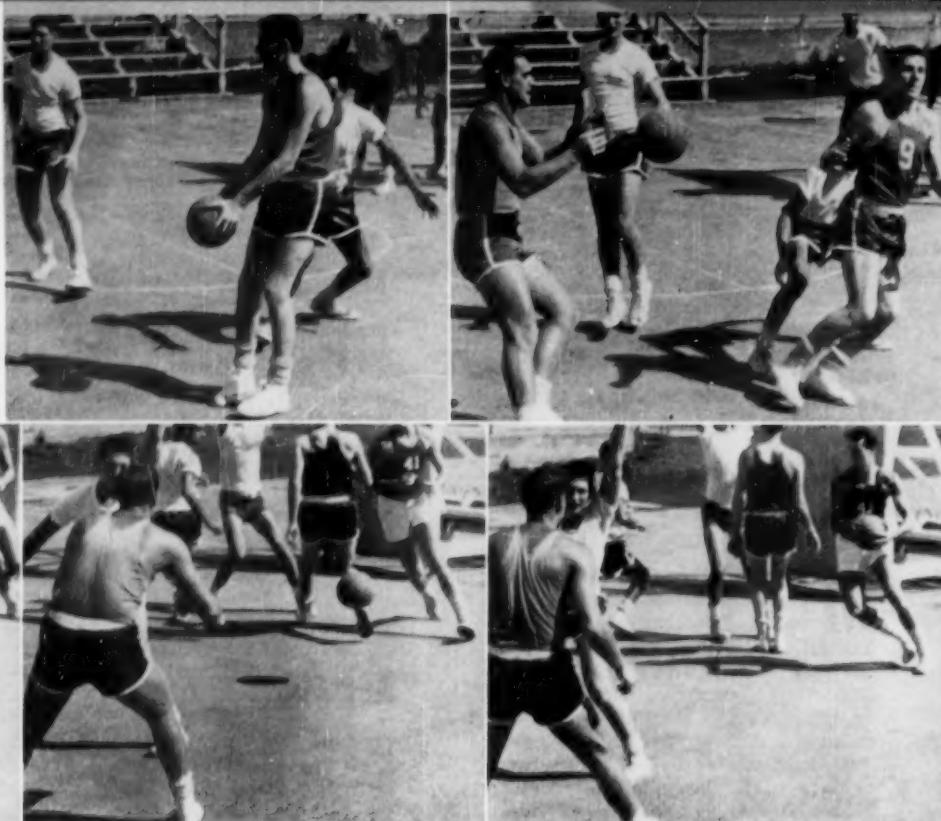
Jr. High School	102	9	27	29	25	12
High School	103	4	28	39	20	12
College	96	7	24	30	21	14
Professional	88	3	17	28	23	17

TOURNAMENT AND/OR PLAY-OFFS

Jr. High School	89	7	21	26	19	16
High School	88	3	20	39	13	13
College	80	7	18	29	12	14
Professional	85	3	12	28	20	22

UNCOVERING THE PIVOT MAN

Variation of Texas stunt shown in Diag. 5. Player flips pass to mate and breaks for lane, where he sets up a post. Pivot man (underneath) comes up for bounce pass behind post and, with guard screened out, goes up for jump shot. Note how passer fakes overhead pass and then slips the bounce under his guard's upstretched arm.



Feeding the Pivot Man

By BOBBY SAND, City College of New York

THE Original Celtics' fabulous playmaker, Nat Holman, dribbled across the center line. As his opponent came up on him, he veered to the left sideline. Sighting Dutch Dehnert moving up to the foul line, with his man trailing behind, Holman took another bounce toward his left, as if to continue in that direction.

Suddenly he stopped abruptly, reversed his body position, and whipped the ball into the expectant hands of Dehnert.

The moment the ball left Holman's fingers, Johnny Beckman, who had been trailing down the right side of the court, put on a burst of speed. He narrowed the distance between himself and his defender to an arm's length, feinted left towards Dehnert, then cut sharply to his right around him.

As Beckman broke into the right clear, Dehnert flipped a soft, underhand pass to him. Then, as (Dehnert's) defender moved to cov-

er Beckman, Dutch broke toward the left side of the court, left hand held high as a guide to a possible pass.

The pass was not long in coming. As Dehnert's man moved toward Beckman, the latter took one short dribble, rose high in the air, and flipped a pass to the waiting Dutchman underneath the basket. The broadly grinning Dehnert went up for the easy layup and the two points.

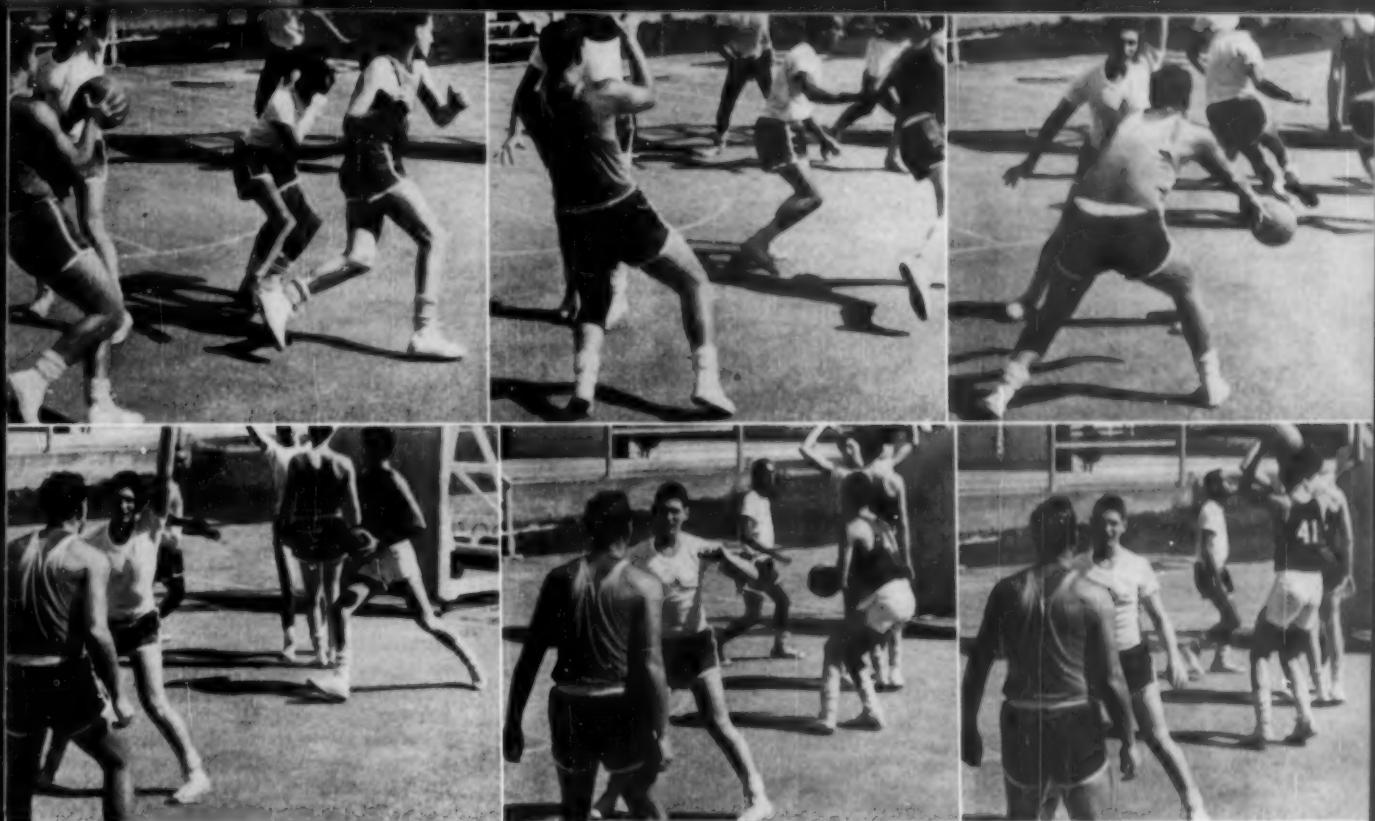
The Original Celtics had brought the pivot play into basketball! (See Diag. 1.)

Since the days of the Celtics, the pivot play has become the principal attacking weapon of the game. With one or two well-executed passes, it permits you to strike directly through the heart of the defense to set up a scoring opportunity. And when your pivot is manned by a real good big man—a Mikan, Kurland, or Lovellette—the pressure on the defense becomes torridly intense.

Despite the modern emphasis on pivot play, it's surprising how frequently offensive patterns and movements bog down and become aimless. Improper execution of the fundamentals, utter inability to adjust the play to changing defenses, and inadequate preparation on the niceties of the play are the major reasons for such breakdowns.

In many instances, pivot offenses can't get off the floor because the players, both individually and as a unit, don't know how to get the ball into the pivot man. Logically, if the ball can't be worked into the pivot man, there can be no pivot offense. The purpose of this article is to study the techniques—individual and team—of feeding the pivot. Our major points of analysis will focus on the passer, the pivot man, and team patterns of movement.

As each man in possession of the ball moves on offense, he is a potential feeder of the pivot. He must be aware of the whereabouts of his



defensive opponent, know the movements of his fellow teammates, and, above all, be on the lookout for the pivot man.

How frequently have you seen a player in the closing minutes of a ball game winding up for a long set shot, even though his team is trailing by five or six points?

In the excitement of the game, he has forgotten the cardinal principal of looking for the pivot man. He's trying to get back in the ball game via two-pointers, whereas feeding the pivot man might set up three-point situations closer to the basket and still keep the ball deep in the offensive zone.

Another point to remember is that it's far easier to set up a press after a foul shot than after a long range field goal. In short, play the percentage at all times and look for the pivot.

The passer must have a variety of passes at his command to meet any situation confronting him. When the pivot is on the foul line, hook passes or two-hand chest passes are most useful. When the pivot is underneath, bounce passes or two-hand overhead lead passes can do the trick.

The garden variety of passes will serve just as adequately as the fancy-dan attempts, if executed properly in the right situation at the right time.

Along with the do's, there are some don'ts to stress.

Don't telegraph your passes. Feint or bluff your first pass before releasing the ball.

Don't pass like an automaton. Study the arms and legs of your defensive opponents. Note their defensive tactics and readiness to pick off your passes.

Don't throw soft, high, looping passes into the pivot. They're easy meat for defensive ball-hawks. Make all passes sharp, crisp, and decisive.

Don't stand still after throwing the ball. Get a move on; keep your man too busy to analyze the play and turn suddenly to double-team your pivot man.

Combining the do's and don'ts, you reach the first "plateau" in the proper technique of feeding the pivot.

Nat Holman once said, "The test

of a good player is his ability to 'uncover' himself in the area between the foul line and the end line." In essence, this is the major problem of the pivot player who stations himself somewhere between the foul line and the basket. He must elude his defensive man long enough to receive any pass thrown to him.

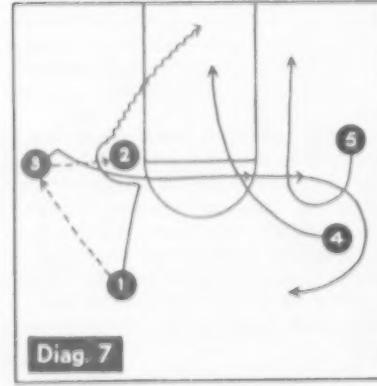
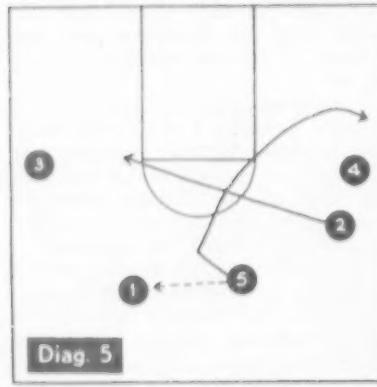
Too frequently, the pivot player merely assumes a stationary position outside the foul lane area, as close to the basket as he can get. He may try to hold his defensive man out by using his body, strength, and size as a shield for the pass.

However, the assumption of an arbitrary spot on the floor and his insistence that the ball come to him at that spot only permits the defense to throw up a cordon against such pivot-play tactics. By placing the defensive guard completely in front of the pivot player and using weak-side sagging to thwart lead passes or by using modified zone tactics, the defense can disrupt this type of pivot play.

To be effective, the pivot man must learn to move properly, feinting and jockeying his opponent in order to uncover himself for the pass. Usually the faking tactics are movements away from the ball—head bobs, semi-reverses, short steps in the direction of the opponent and long strides toward the ball.

(Continued on page 38)





FIGURE

NEW YORK CITY is literally a hoop-happy town, steeped in basketball tradition. Spectator enthusiasm is ceiling-high, the material is rich and abundant, and the coaching is superlative. With about 70 varsity teams striving to make the championship round in Madison Square Garden, you can imagine the intensity of the competition.

To get anywhere in league play, a team must be intensively and extensively prepared; and the High School of Commerce is no exception. Our *modus operandi* is a five-man figure 8 that evolves into a pivot. Possessing many options and possibilities, it is the backbone of our offense—each player being thoroughly schooled in every position.

Our offense differs from the conventional figure 8 in that it's operated from either the left or right side, rather than directly in the center. This enables our cutters to utilize any one of three directions to shake off their man.

They may: (1) go along the side line, (2) proceed directly across the court, or (3) cut the keyhole.

Diag. 1: The play is started by 1 dribbling over toward 2. He passes to 2, cuts the keyhole for a possible give-and-go, then fades to the left. Meanwhile, 4 keeps his man occupied with a threatened cut for the basket.



By HERMAN WOLFE

Coach, Commerce High School, New York City Champions 1955-56

8 INTO A PIVOT

Diag. 2: The next man to receive the ball is 3, who has moved clockwise toward 2. The latter passes to 3 and proceeds toward the keyhole. He then goes to his right, since the first man has moved to the left.

Diag. 3: No. 2, having replaced 4, jockeys his guard while 4 receives the ball from 3. The passer then drives toward the basket via the keyhole going to the left.

Diag. 4: No. 5, having moved clockwise toward the center, receives the pass from 4 at the right front court. The passer then proceeds toward the basket, traversing the keyhole and going to the right.

Diag. 5: The next move is made by 5, who changes direction after receiving the ball from 4. After giving 4 and 2 time to get set for the moves that follow immediately, 5 passes to 1 and traverses the keyhole going to the right—following the path of 4. By this time, 2 is upcourt ready for 5 to screen for him. 2 then drives hard cross-court to set up a high pivot on the left side of the keyhole—as 1 dribbles back in preparation for a pass to 3, who has taken a spot on the left sideline parallel to the foul line extended.

Diag. 6: When the pivot man is set, all the other players should be ready for the team attack. 1 passes to 3 and 3 passes to 2. 3 then crosses over in front of 2, trying to run his

man into the pivot. If he should do this without X-2 switching over to him, 2 passes to 3 and the latter drives in for the lay-up.

Diag. 7: If X-2 switches to 3 and X-3 latching on to 2, 1 takes his man slightly to the right and then drives over the left side of the pivot for a pass and dribble-in. Meanwhile, 4 and then 5 cut off 3's back. After serving as a moving screen, 3 comes out as a safety valve.

Diag. 8: If 2 feels it unwise to pass to either 3 or 1, he can take a step away from the basket and look for 4 cutting off 3's back. If this pass is too dangerous, 2 may look for 5 who also cuts off 3.

Diag. 9: By this time, a good opening should have presented itself. If it hasn't, 2 should look for 1 who, not having received the ball, has faded to the left corner. 4, meanwhile, has set up a low pivot to the left of the basket.

Diag. 10: No. 1 receives the ball from 2 and feeds 4 in the low pivot spot. The passer then tries to run his man into the pivot, in the same fashion that 3 did in **Diag. 7**. 4 may pass to him, if possible, shoot, feed 2 driving over him, or safety-pass back to 3, who'll then set the play in motion again.

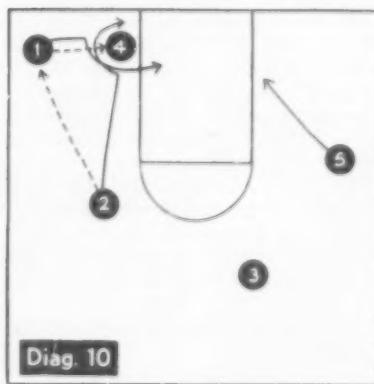
Diag. 11: The boys may easily set up a high pivot without going through the figure 8, or they may

ONE of the most fabulously successful coaches in the New York City hot bed of schoolboy basketball, Herman Wolfe has been turning out great teams and great players at Commerce High School for 15 years. His teams chalked up 38 straight between 1950 and 1953, have won two city crowns, and have been undefeated in four of the last six regular seasons. No fewer than 20 of Herman's kids are now starring in college ball! He's one Wolfe that Commerce is happy to have on its doorstep.

do this with a variation of the figure 8 (on a signal). For example, with the offense set, 1 passes to 2 and drives for the basket in give-and-go style. At the same time, he screens for 5, who comes upcourt to the outside of the foul line. 3 takes his man to the side and 4 sets up along the sideline parallel to the foul line extended. After 2 passes to 4, the boys are ready to attack again. They'll now attack as shown in **Diag. 7**, but with the set-up on the right side.

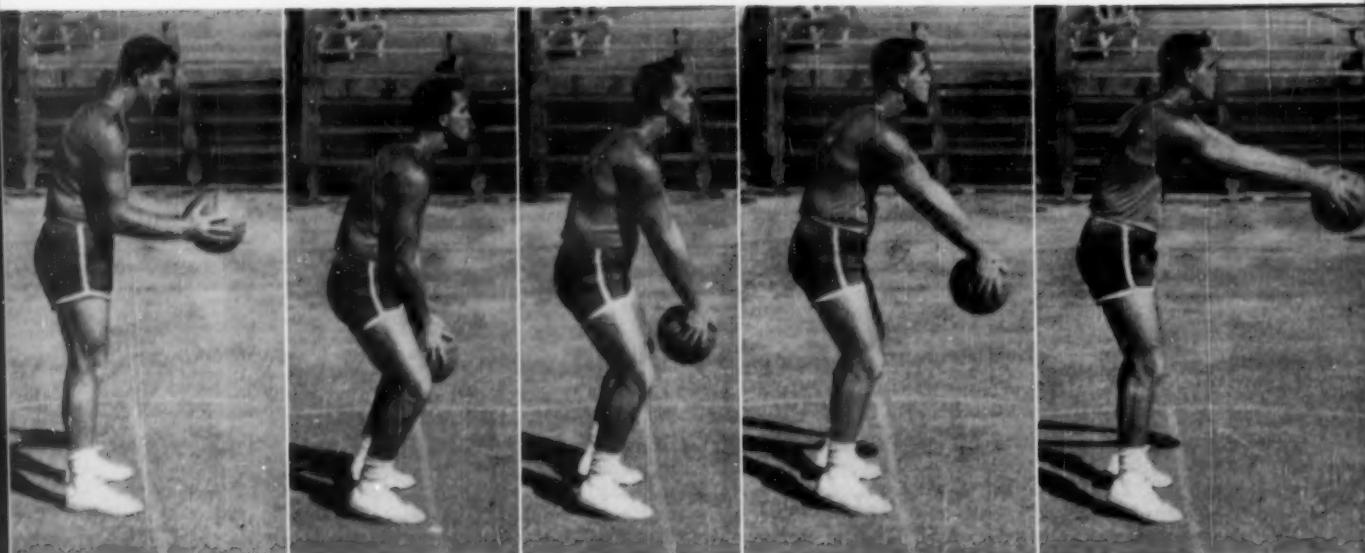
The secret of this attack lies in continual movement. Where the offense keeps the defense moving, the guards are kept under control—making it extremely difficult for them to switch, slough off, sag, double-team, or otherwise impede the attacking effort. With the new five-second rule being utilized throughout the game, the figure 8 should play a big role in all offense against a man-to-man defense.

As mentioned before, every player must be ready instantly to take and play any one of the five positions. This puts a lot of onus on the defense, since it's real tough to guard a man who may take five positions in a single type of attack. The fact that the play is worked from both sides also gives the defense a little more to think about.

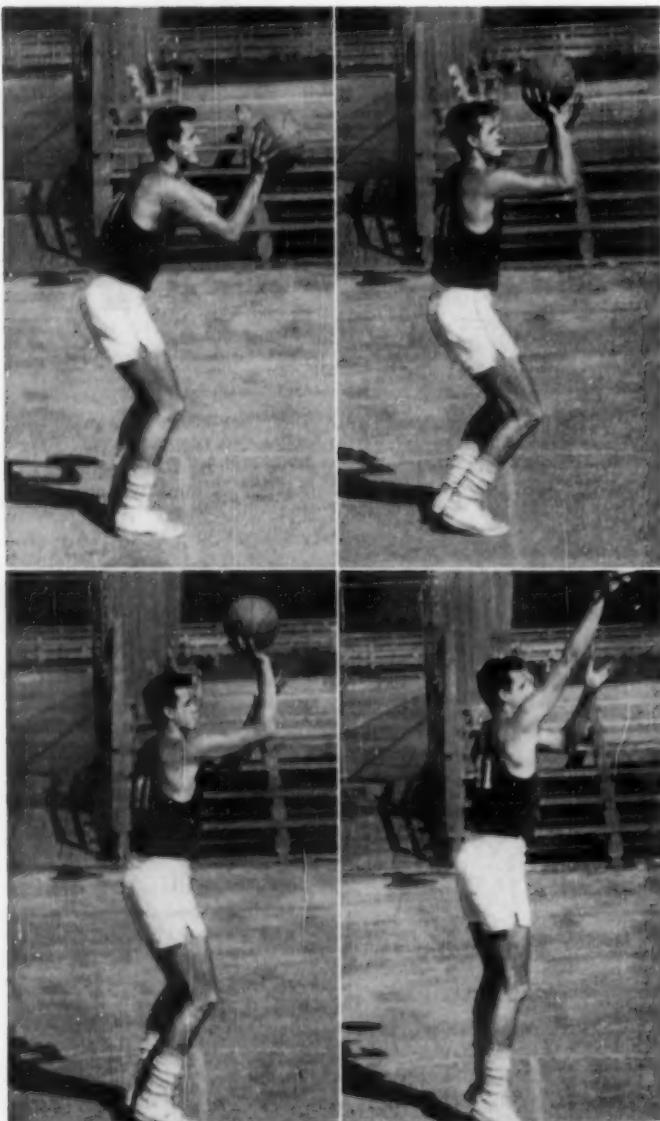


Diag. 10





ONE-HAND PUSH



NOBODY has to sell either the coach or the player on the vital importance of foul shooting. The box score tells the story in black and white. Probably three out of every four close games are decided on the foul line.

Coaches are well aware of this fact and are constantly striving to sharpen their kids' foul-shooting eyes. The high school mentor is looking for a 65% team average, while the college and pro coach is aiming at a 75% figure.

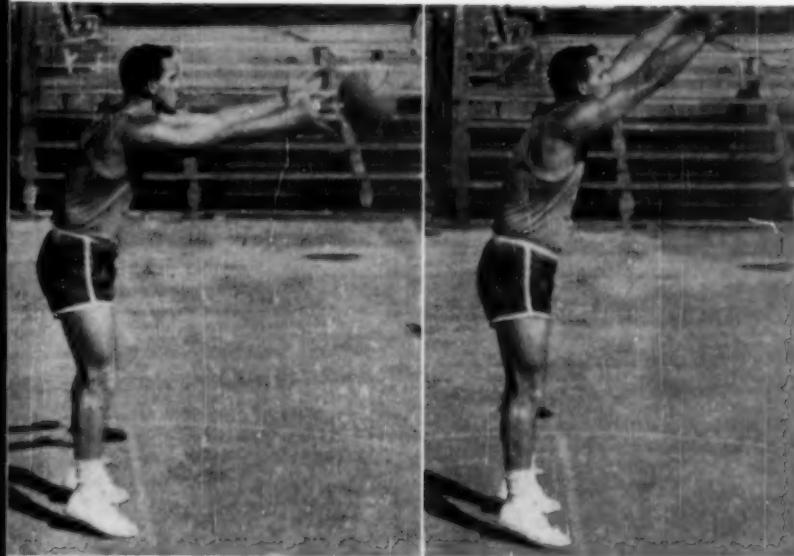
Where a team is consistently going 5% under those figures, it is doing poorly and it will behoove the coach to intensify his practice work. Otherwise he's going to lose a half dozen games that he normally might have won.

The question that now arises is: What type of shot offer the best results—the two-hand underhand, the two-hand overhead, or the one-hand push?

At one time, the great majority of coaches definitely favored the two-hand underhand toss. They believed that this type of shot offered the maximum possibilities in the way of relaxation and automatism—prime requisites in foul shooting.

Over the past ten years, however, our coaches' thinking has changed. Two factors account for this. First is the fact that the two-hand underhand toss is not a natural means of shooting; it's an artificial style that often requires considerable practice to master. The second influencing factor is the incredible improvement in set shooting.

(Continued on page 42)



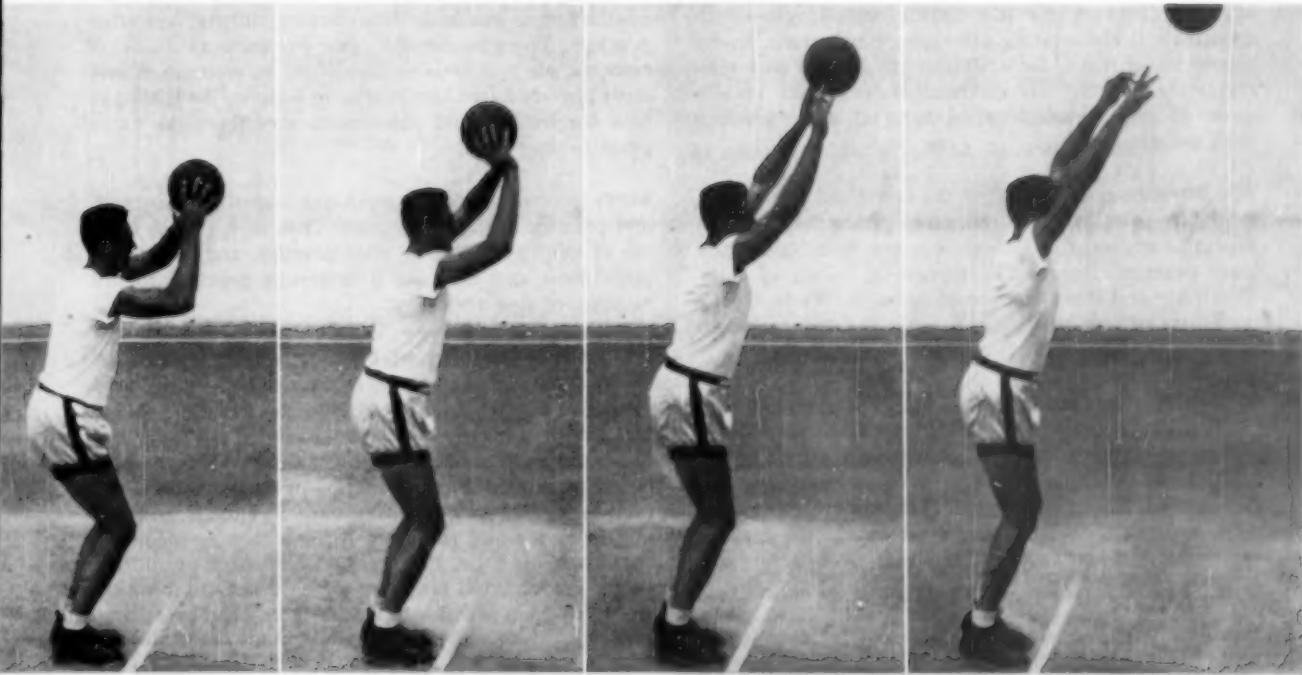
UNDERHAND

By HERMAN L. MASIN

Editor, Scholastic Coach

FOUL SHOOTING STYLES AND PRACTICE

OVERHEAD SET



SYMPOSIUM

On the Coaching of Foul Shooting

Featuring the Theories of

BEN CARNEVALE, Navy • **EDDIE HICKEY**, St. Louis • **HANK IBA**, Oklahoma A & M

DOGGIE JULIAN, Dartmouth • **FRANK McGUIRE**, North Carolina

LOU ROSSINI, Columbia • **ADOLPH RUPP**, Kentucky • **JOHN WOODEN**, UCLA

QUESTION: Which type of free throw do you favor—two-hand underhand, one-hand push, two-hand overhead, player given free choice—and how do you teach it?

CARNEVALE: Player employs style he likes best. We'll keep stopping scrimmage at various intervals and have different players shoot two fouls apiece. After practice, we'll work on foul shooting for 10 to 15 minutes.

HICKEY: Player is permitted choice of either two-hand underhand or one-hand push style, using staggered or square stance. We allot a specific time period (usually 10 minutes) for foul-shooting. Squad is divided and all goals are used, with rotation at each goal. Player shoots once. If made, he gets one more throw. After missing or after second shot, he rotates along line. Extra ball is employed by waiting shooter, who keeps dribbling in nearby area to produce a game-shooting atmosphere when he takes the line. Also have foul-shooting goals at ends of court for use during scrimmages—with groups similarly rotating after one or two shots. Every player experiments for a while until he sets on a specific style. It's entirely mechanical from then on. He never changes unless accuracy falls off, and then only with permission.

IBA: We subscribe mainly to the one-hand push style, though some players are given free choice. We ask each player to convert five throws in a row both before and after practice. Number is stepped up to six in early December and then to seven in January. We teach the technique of free throwing in early practice and then whenever needed.

JULIAN: If a player can average 70% or better, we let him use his own style. If he can't average 70%, we switch him to style best adapted to him. We shoot fouls during practice to develop concentration, and also during scrimmages to approximate game conditions. After practice, player must shoot fouls according to one-and-one rule—if he misses the first, he can't take the second.

McGUIRE: While coaching in high school, I taught the underhand method. In college, I allow the boys free

rein since I believe it's too late to change. Sometimes we shoot fouls before practice, and other days after practice. We also shoot them (best practice) under game conditions during scrimmage. Another good device we use is to have players shoot five fouls after running up and down the court a few times in practicing the fast break.

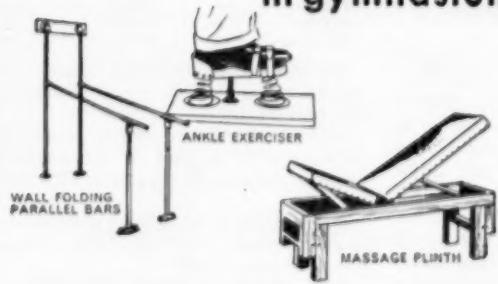
ROSSINI: First we observe technique of youngster and study his high school record. If he has a good free-throwing percentage, we let him continue his style at beginning of frosh year—seeking only to improve it. If he doesn't show a good percentage, we'll adjust him to another style, starting with underhand method. We want boys to shoot a total of 60 to 80 fouls a day (depending upon available time) before, during, and after practice. To approximate game pressure as much as possible, we call fouls as they occur in scrimmage and have players take them just as in a game. We'll always look for weaker foul shooters to give them the extra practice they need.

RUPP: We subscribe to two-hand underhand method, and practice it on a time basis. That is, we shoot fouls for 15 minutes before or after practice, and sometimes both. Now and then we'll interrupt practice for 10 minutes of free throwing.

WOODEN: In high school I'd have every boy employ two-hand underhand style. In college ball, however, I let player use what he likes best. Then I try to analyze and improve his style. Vast majority of my boys use one-hand push shot. Each boy takes at least 25 shots before practice. During practice, we have three five-minute breaks—always after some strenuous and tiring drill—for foul shooting. After a boy has acquired rhythm to his form, I'll never let him shoot more than two in a row. We'll send two or three boys to a basket and have them practice in this fashion. Soon as a group makes 12 free throws in succession, it moves to another basket.



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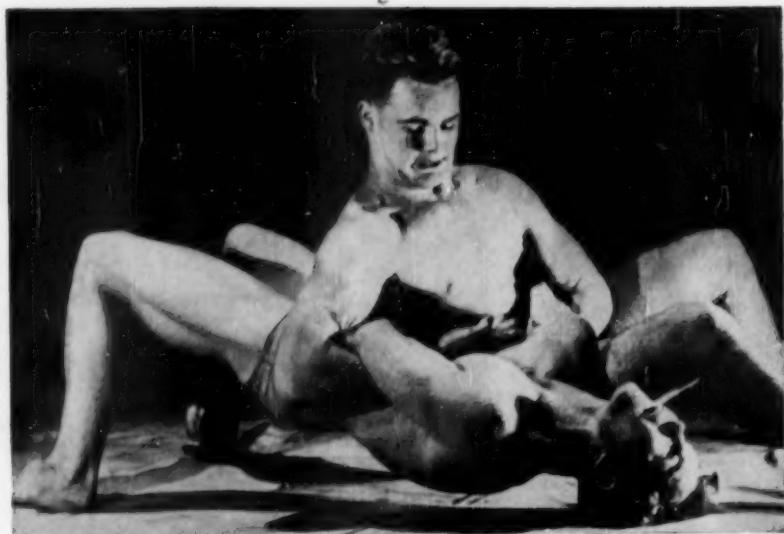
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Survey of

Educational Aspects

of High School Wrestling

WRESTLING in the secondary schools has been highly recommended by some and adversely criticized by others. To provide data for appraisal and evaluation, the author, who has an extensive background in the sport both from the competitive and teacher-coach standpoints, launched a careful survey of 200 high school wrestling programs.

The purposes of this study were: (1) to determine the status and educational values of wrestling, and (2) to draw such conclusions as seemed warranted from a careful analysis of the findings.

Specific information was requested from 200 high schools in five states in which wrestling is considered a regular part of the physical education program. In general, the following aspects were covered in the questionnaire:

1. The nature and extent of wrestling in the schools surveyed. This included participation in interscholastic, intramural, physical education class, and other organized sponsored wrestling.

2. A survey of the rules and their interpretation.

3. The qualification of the teachers and coaches.

4. The departmental policies.

5. The student and public interest

in the sport.

6. The nature and extent of injuries.

7. The recommended practices utilized to reduce the incidence of injury.

8. The educational principles and values attributed to wrestling.

9. The interscholastic and amateur rather than professional aspects of the sport.

Exactly 130 of the 200 schools responded to the questionnaire. This represented a 65% return, which, from the research standpoint, is considered entirely adequate. Since 30 of these schools did not have wrestling in any form and stated their reasons for it, the data represented a well-balanced sampling of opinions and can be considered valid for the purpose of determining the educational aspects of wrestling at the secondary school level.

For purposes of discussion and interpretation, each item in the questionnaire was tabulated and the findings discussed. Logical and statistical comparisons were made and conclusions then drawn.

Question 1: What is the total enrollment (boys) at your institution (1954-55)?

The following table shows the enrollment figures listed for the schools

studied. No. refers to the schools in each enrollment group.

Enrollment	No.	Enrollment	No.
0-100	7	1001-1100	5
101-200	22	1101-1200	5
201-300	30	1201-1300	2
301-400	10	1301-1400	2
401-500	10	1401-1500	1
501-600	6	1501-1600	1
601-700	10	1601-1700	1
701-800	5	2000	1
801-900	5	2300	1
901-1000	5	2500	1

Question 2: Is wrestling instruction offered as part of the physical education program?

75% of the schools offered wrestling instruction as a part of the regular physical education program; 25% did not.

Question 3: Is wrestling instruction a requirement for all boys taking physical education?

52% of those schools who offered wrestling instruction required wrestling of all boys taking regular physical education. 48% offered wrestling, but did not require it.

Question 4: Do you feel that interest in learning how to wrestle is great enough to warrant its inclusion in the physical education program?

82% felt that interest in wrestling instruction warranted its inclusion in the physical education program. Only 18% did not.

Question 5: Is wrestling an intramural activity at your high school?

In 33% of the schools, wrestling was an intramural activity. In 67%, wrestling was not an intramural activity.

By M. BRIGGS HUNT, Wrestling Coach, U. C. I. A.

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Question 6: Does wrestling make money as an interscholastic sport?

In 80% of the schools, wrestling was not considered to be a money maker. 20% indicated that wrestling made money.

Question 7: Do you sponsor wrestling as an interscholastic sport?

65% offered wrestling as an interscholastic sport; 35% did not. Approximately 70% who offered wrestling as physical education activity offered it as an interscholastic sport. Approximately 50% did not offer wrestling as a physical education class activity, but as an interscholastic sport.

Question 8: Do you find that wrestling as an interscholastic sport is popular with the student body?

69% felt that wrestling as an interscholastic sport was popular with the student body; 20% did not feel that wrestling was the most popular sport; and 11% did not know.

Question 9: Are you considering including any of the following phases that you do not already have in your future program:

Class instruction—yes 25%.

Intramural program—yes 27%.

Interscholastic competition—yes 23%, no 25%.

Question 10: What educational background and experience do you require of your wrestling coach and instructors? Is it difficult to find men with adequate qualifications?

Practically 100% require the B.A. degree or equivalent; teaching credential as with other teachers; and, experience with wrestling. About 50% indicated that it was difficult to find men with adequate experience in wrestling.

Question 11: Do you permit students to enter wrestling tournaments outside of high school contests?

44% answered no. 31% permitted students to enter AAU contests. 25% allowed students to enter YMCA contests.

Question 12: Are your wrestling matches open to the general public? Do you approve of this procedure?

65% indicated that they allowed them to be open to the general public. 35% did not. However, only 5% indicated that they did not approve this practice.

Question 13: Is a complete medical examination required of all students enrolled in physical education; and how often?

Practically 100% conducted complete physical examinations once each year. Practically all of the schools require all athletes to take a physical examination each year.

Question 14: Is a physician easily accessible at all times during wrestling instruction? Present at matches?

80% state that a physician is easily accessible at all times. 100% require the presence of a physician at all matches.

Question 15: In what phase of the sports program do the most serious injuries occur? (Rank 1, 2, 3, 4, 5, in

order of frequency.)

The rank was found to be as follows: Football 1, Basketball 2, Wrestling 3, Track 4, and Baseball 5.

Question 16: According to your records, in what phase of the wrestling program do the most serious injuries occur? (Rank 1, 2, 3, 4, in order of frequency.)

Random wrestling 1, intramurals 2, interscholastic competition 3, and class instruction 4.

Question 17: Do you think that wrestling, as usually taught, has the injury of an opponent as its prime objective?

100% state that wrestling does not have as its prime objective the injury of an opponent.

Question 18: Do your records show that the academic standing of the wrestling team is average, above average, or below the average of your school?

All agree that wrestlers do not differ from other athletes in academic standing.

Question 19: On the whole, do you believe that wrestling tends to develop the positive or the negative aspects of personality?

Approximately 100% felt that wrestling tends to develop such positive aspects of personality as will to win, loyalty, self-confidence, sportsmanship, and other positive personality attributes.

Question 20: Do you have any sport in your program where a "good little man" has the same opportunity for recognition and achievement as a "good big man?"

There was unanimous agreement that wrestling provides one of the best opportunities for a "good little man" to receive recognition on a par with a "good big man." Track, tennis, swimming, and boxing were also listed.

Question 21: Are democratic principles followed in classifying wrestling contestants according to size, weight, etc.

There was 100% agreement that democratic principles were followed in classifying wrestling contestants according to size and weight.

Question 22: Do you feel that wrestling offers unique educational benefits that cannot be gained in other sports?

82% felt that wrestling offered unique educational benefits as compared with other sports. Some of the qualities mentioned were physical fitness, principles of self-defense, and individual self-confidence and sportsmanship.

26% felt that with the possible exception of self-defense, these educational opportunities were common to almost all sports.

Question 23: Do you feel that the positive aspects of wrestling outweigh the negative aspects significantly enough to warrant its inclusion in the high school physical education program?

85% stated that wrestling should (Concluded on page 30)

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By BILL CLEDE

Training Section, National Rifle Association

GUNS and Your STUDENTS

Hunting accidents can be drastically reduced by high school courses dealing specifically with gun safety

BACK in the misty past, youngsters learned to drive by getting behind the wheel and chugging down the road. Actually, it wasn't too dangerous. Dad was always along and there seldom was another car within a mile of you.

Many youngsters learned to hunt the same way. Good hunting territory was usually within walking distance of their houses.

Time has wrought many changes.

There are infinitely more cars on the highway and more people in the land. To hunt or drive safely, one must understand the potential hazard involved and provide for safety. And an untrained youngster cannot be expected to learn on his own.

Safety education has always been an integral part of National Rifle Association programs. But in 1949, the State of New York expressed

the need for a short course dealing specifically with gun safety in the hunting field. A law was enacted requiring new hunters under 17 years of age to receive this training before they could obtain their first license.

The response was so great that the law next year was amended to name the National Rifle Association as the agency to provide instruction and issue the necessary certificates of competence. NRA members and sportsmen all over the state volunteered their services and applied for NRA Hunter Safety Instructor ratings.

Listed also with the State Conservation Department, these instructors gave classes with the help of sportsmen's clubs and schools. In 1952, the age limit was increased to 21.

New Hampshire was the second state to pass legislation, but employed a different approach. This is a permissive-type law authorizing the schools to include firearms safety education in their regular curriculum and to appropriate money for that purpose. Today, 82% of all New Hampshire high schools provide this training.

Besides these two approaches, there is a third which, although embodying both systems, doesn't involve a state law. The Oklahoma State Board of Education, for example, recognizes the value of this program. They have sponsored several workshops at colleges in the state to acquaint educators with the NRA Hunter Safety Course and the teaching methods utilized.

STATE PROGRAMS

Idaho and Ohio have also instituted statewide training programs, working through both volunteer instructors and the public schools.

To date a total of 12 states have laws dealing with gun safety training. California, though having a New York-type law, has published a text for school teachers. New Jersey, Connecticut, Minnesota, South Dakota, Massachusetts, and Rhode Island also have required training. Following New Hampshire's lead are Arizona, Vermont, and Wisconsin.

With all of this interest and activity, there's still the question, "Does it work?" The statistics speak for themselves.

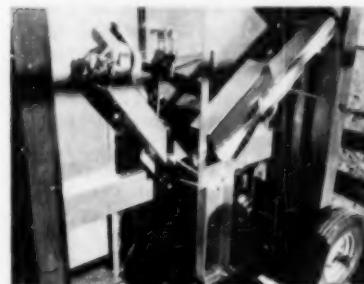


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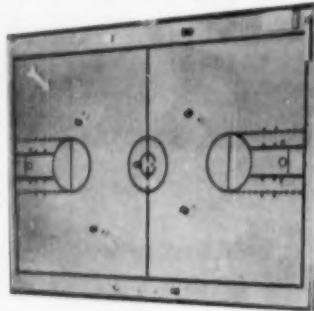
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New York reduced shooting fatalities by 50%. The 1953 hunting season produced a ten-year low in hunting accidents, despite an all-time high in the number of licenses issued. California proved the trained youngster to be 19 times safer than the untrained.

Of the 12,400 untrained junior license holders, 43 were involved in casualties, or one for every 290 untrained junior license holders. Of the 17,000 trained juniors, only three were involved in casualties, or one for every 5,675 trained junior hunters.

Just last year, the California accident rate for trained juniors was .009 of 1%, as compared to a rate of .15 of 1% for the untrained; even though the trained youngsters in the field outnumbered the untrained three to one. New Hampshire has completed two consecutive hunting seasons without a single shooting death!

Yes, without a doubt, it works.

But does it belong in the school? The trend in modern education is evident; it is to teach skills that can be used throughout life. It must not only incorporate a general educational background, but an understanding of practical living skills as well.

While hunting won't add potentially to a student's ability to earn a living, it does provide a recreational activity that he'll always use. Hunting is a physical skill like shop, or, for that matter, homemaking. It is physical education in that it teaches muscular coordination and the value of good health habits. School is a very logical place for this training, just as it is the proper place for safe-driver education.

Now only one question remains: What can the school faculty member do to bring this training to his students?

SOURCE OF INFORMATION

Information on becoming an NRA Hunter Safety Instructor may be obtained from the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington, D.C. The written examination is of the multiple-choice and true-false type covering basic knowledge of firearms and gun safety.

A card indicating appointment as an NRA Hunter Safety Instructor is sent to those who complete the test successfully. The basic minimum four-hour course is outlined in the Hunter Safety Instructor's Guide. The NRA Hunter Safety Handbook is the student's text. Both are available from the National Rifle Association.

The lesson plan for a standard high school course is given in the *Shooting and Firearms Education, Instructor's Guide*, available from the American Association for Health, Physical Education, and Recreation, 1201 16th Street N.W., Washington 6, D.C.

A classroom may serve for lecture and demonstration sessions, but the classes needn't be conducted indoors alone. During the cold months, comfort dictates indoor activity. But after the first few classes, it's preferable to hold outdoor sessions, weather permitting. A wooded area near the school may be utilized to conduct actual field problems. Fences, creeks, boats, and simulated obstacles may confront the students while the instructor is afforded the opportunity to observe the student's reactions and correct possible errors.

RANGE PROBLEM

The biggest problem may be a shooting range. Lecture, demonstration, and contrived experiences are necessary, but the course isn't complete without some practical application. Actual firing tests enable the students to put into practice the knowledge gained in the classroom and to become acquainted with their equipment.

John E. McHugh, Jr., a physical education instructor at Pennsylvania State University, converted a room originally designed for storage into an excellent firing range.

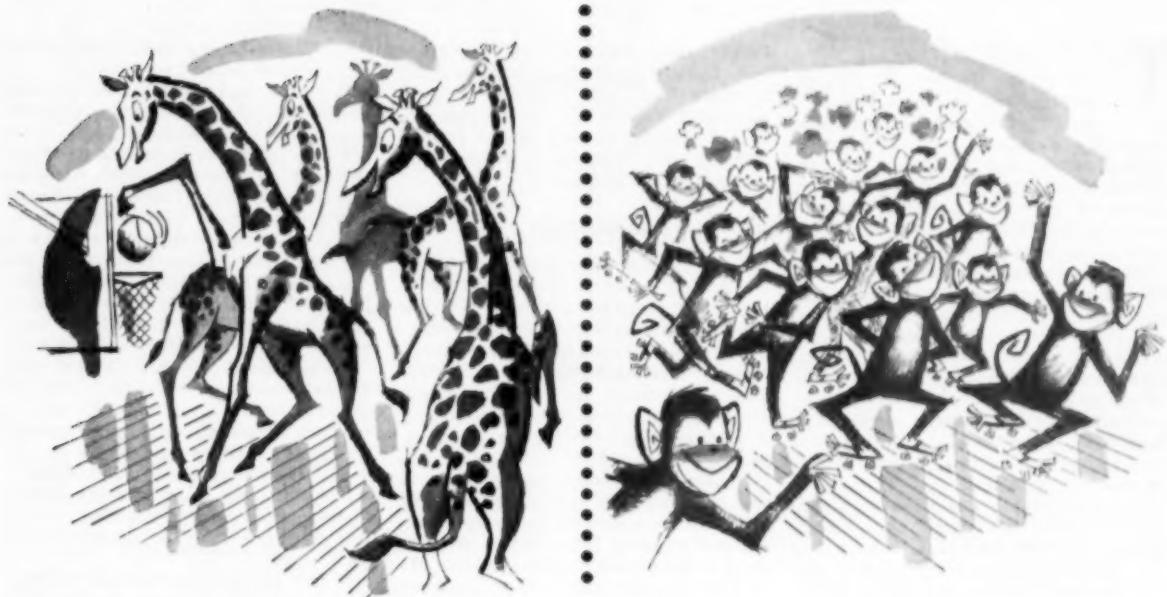
An area at least 65 feet in length may be used. The width will determine the number of firing positions. Allowing 6 feet per firing point, Penn State's 80 x 60 foot range has 10 positions. The extra space behind the firing line is used for class sessions. An 8 x 8 foot concrete block room was added in one rear corner for storage of firearms, ammunition, and other supplies.

Even if suitable space isn't available in the school building, the local National Guard Armory, military base, or local sportsmen's club may solve the problem. NRA Instructors working with the club may be asked to help supervise range firing sessions.

The NRA will furnish on request construction plans for an indoor range, outdoor range, or a temporary part-time range. A room designed for some other purpose can serve as a safe range by using these plans.

Once the course in firearms safety and marksmanship is established and operating, it may well develop, as at Penn State, into one of the most popular activities in the program.

Space for 10 or 210?



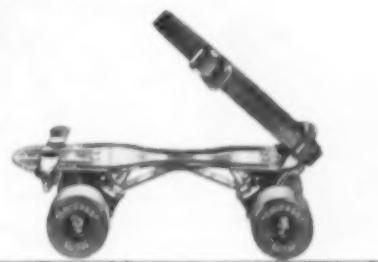
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HEADS-UP HOCKEY

By EDWARD JEREMIAH

Coach of Hockey, Dartmouth College

TO PLAY heads-up hockey, a player must be trained always to look up. Bear in mind that the puck has neither eyes nor brain. Consequently, it cannot make any smart moves without the cooperation of the player. Also bear in mind that the player cannot make any smart moves until he LOOKS UP and sees the problems ahead.

Therefore, before an intelligent play can be made, the confronting situation must be observed so that the mind will size up the situation and react accordingly. The eyes observe and the mind quickly decides on a plan and transmits lightning-like messages to the player's arms and legs. The latter then carry out the best movements for that immediate situation.

All hockey players who want to play smart, intelligent heads-up hockey must always:

1. Look up when carrying the puck.
2. Look up before passing the puck.
3. Look up before shooting the puck.
4. Look up before clearing the puck.

However, looking up is an art in itself and actually there are three ways of doing it:

1. The dumb look (not looking up at all).
2. Average look (looking with head up and eyes up).
3. The smart-sneaky look (looking with head down but eyes up).

Chapter II of my new hockey book is titled "Tricks and Tips That Will

Help Hockey Players," and I sincerely feel that it contains many helpful pointers that will improve general all-round hockey ability. In this article I'm going to take up the fundamentals of skating, stickhandling, passing, and shooting.

SKATING FUNDAMENTALS

Good skating form embodies a forward body bend, knees apart, knees bent, and generating speed with hip stroking rather than knee stroking.

For a quick breakaway, a few short, choppy, fast strides are all right. But once underway, the skating stride should be lengthened and the stroking should be from the hips in order to get the full benefit of each stroke. Remember, if you want speed, form is necessary but not enough. You've got to strive for speed by exerting yourself and digging those skates into the ice with powerful strokes that actually give you the sensation of pushing the sheet of ice behind you.

It's unwise to start beginners with double runners because they learn incorrectly by walking on their skates. Also, double runners retard their feel of balance. Milt Schmidt, Boston Bruins great, told me he started his 3-year-old youngster with single runners and had him lean and hold on to a small stool and push the stool around on the ice. The stool gave the youngster excellent support, excellent body-bent-forward-alignment, excel-

lent skate stroking form, safety from falls, and a lot of fun.

It's also bad form to skate with short, choppy strides which give the impression of running on skates, to lift your skates high off the ice while stroking, to have your knees too close together, or not to bend your knees.

When skating backwards, lower your rear-end; it takes the place of the head for proper balance. If you skate backwards with your body bent forward, you'll find yourself skating very unsteadily on the tips of your blades and can actually fall forward.

To be a good proficient skater, learn to skate every possible way. Practice skating forward, backward, cutting forward to the left, cutting forward to the right, cutting backward to the left, cutting backward to the right.

Perfection in these skating fundamentals makes for a confident skater and gives one excellent poise, balance, and form.

When taking laps around a rink, take huge figure-8 laps around both nets so that you'll be forced to cut both ways and thereby improve your cutting ability. When cutting around the net, don't coast but actually cut with the proper cross-over step to improve your cutting form and to generate more speed.

STICKHANDLING FUNDAMENTALS

You'll never be a great hockey player until you learn to control the puck. Consequently, you must practice:

1. Puck control.
2. Protective dribbles.
3. Various types of dribbles, namely—quick-wide lateral dribble, forward-backward dribble, quick-inside dribble, fake-shot and dribble.

Puck Control: You can't go places with the puck if you can't control it. The first step is to give your stick a quarter turn so that the whole blade is on the ice, assuring better control and grip of the puck.

Then take short and wide dribbles and quickly place your stick blade in a position to receive your own dribble, making sure that when you receive your own dribble your stick blade is again quarter-turned so that it will form a good stick pocket. Be sure to "give" as you receive the puck so that a smooth rhythmic dribbling action results.

By repeating such dribbles, a certain "feel" of control is generated and one gets the feeling of "babying" or playing with the puck. Practice this drill by skating around the rink at

PASSING AND BREAKING CUES

BREAKING CUE:

**TEAMMATE BREAKS AFTER
PUCKCARRIER LOOKS UP**



medium speed, keeping the puck under control all the time.

Protective Dribble: After learning to control the puck, you must learn to protect it under game conditions with the protective dribble.

Bear in mind that the puck has neither eyes nor brains and cannot protect itself. Consequently, when you reach the danger-point, i.e., about stick's length from an opponent, you must give the puck a protective dribble by pulling the puck away from the opponent so that your body is between the puck and the opponent. Thus, the opponent cannot touch the puck with his stick.

I love the story of how Murray Murdoch, Yale hockey coach and former N. Y. Rangers ironman, practiced the protective dribble as a youngster going to school. While his girl friend carried his books, Murray stick-handled a frozen horse-bun all the way to school. Every time a person or wagon approached him, he treated them as opponents and would always stickhandle the horse-bun away from him or it!

Various Types of Dribbles:

The Quick - Wide - Lateral Dribble should be made at least a stick's length in front of an opponent so that the opponent cannot pokecheck the puck away. If timed properly, it's very effective because the quickness assured deception, the width assures safety, and the lateral dribble gives the protection of the player's body between the puck and the opponent.

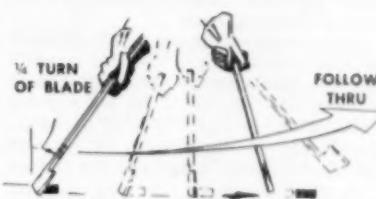
The Forward-Backward Dribble is made by dribbling the puck forward or backward on the player's side, preferably his forehand side. This dribble comes in handy when the puck-carrier stops suddenly in front of the defensemen and waits for his wings to break behind the opposing defensemen for a pass.

If the defenseman pokechecks at the puck, the counter-move to protect the puck would be a quick backward dribble away from him. And if he skates toward the puck, the player skates backward with repeated protective backward dribbles and watches for a chance to feed a breaking wing.

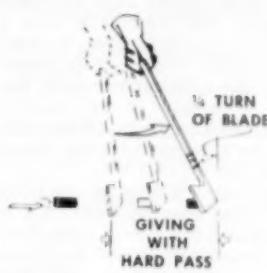
Another good use for the forward-backward dribble is in front of the opponent's net with the goalie flat on the ice and a loose puck in front of him. If there's daylight under the goalie's body and in the direct path of the puck, poke the puck under him and into the net. If there's no daylight under the goalie's body, the smart hockey player will pull the puck back with a quick backward dribble and flip the puck over the prostrate goalie into the open net.

The Quick-Inside Dribble is the trademark of a clever, skillful stickhandler. It looks like a lateral dribble except that the puck is dribbled in a back diagonal direction; and although it appears to have lateral motion, actually the puck is dribbled back diagonally and in close toward the

PASS-MAKING FORM



PASS-RECEIVING FORM



stickhandler. Therein lies its deception.

This dribble is performed with a lot of wrist action and a quick jerk of the stick to the side-rear of the stickhandler's body. The puck rolls off the stick blade in sort of a back diagonal dribble.

This quick-inside dribble is very effective when you're close to an opponent, including the goalie, who thinks you're within stick checking range, on the assumption of a plain lateral dribble. Instead, the puck is dribbled to the side rear, away from the opponent and in toward the stickhandler where it's difficult to get at.

The Fake-Shot and Dribble is deceptive and very effective against a defenseman or a goalie. It's merely the act of faking a shot and instead of shooting, following through with a quick-wide-lateral dribble.

This fake, when properly executed, makes defensemen stiffen up to block the shot and once they have committed themselves they're easy to go around. Such a fake on the goalie deceives him just long enough to

make him unprepared for the subsequent quick-wide-lateral dribble and the resulting tuck of the puck into the net.

PASSING FUNDAMENTALS

In order to assure perfect coordination and understanding between teammates and to assure timely, precision-like passwork, the following principles of passing are recommended:

When to Pass: After taking a look—

1. Always pass up ahead to an uncovered teammate (because it's the fastest, smoothest, easiest way of advancing the puck).

2. Feed after teammate breaks away from his cover. (Teammate's definite commitment will assure perfect timing and accuracy of a pass.)

When to Break for a Pass: The cue to break for a pass and leave your cover is given when your puck-carrying teammate starts to look up with his head or eyes. (This cue is the tip-off that you're being considered and if the break is timed with this cue, a well-timed accurate pass will result.)

Feed and Jump for Passbacks: This principle is one of the secrets to hockey success.

After feeding the puck to a teammate, jump to a more advantageous position for the passback. This simple movement is highly effective and is the basic principle of passwork for smart, advanced hockey. It's effective for the simple reason that all eyes are focused on the puck and the instant it's passed to a teammate, all eyes shift from the original feeder to the new receiver.

Consequently, this is the psychological moment for the original feeder to jump for a passback because once out of sight, he'll be out of mind and therefore unguarded. No matter what play is used, this basic principle of feed and jump and passback should always be used.

At Dartmouth, every practice is preceded with the "feed and jump for passback drill" in order for the players to co-operate readily on this important principle and in hope that by daily review, this important principle will become second nature to the players.

AFTER an outstanding career in hockey, football, and baseball at Dartmouth College, Eddie Jeremiah put in five years of pro hockey, then coached the Boston Olympics to the 1936 national AAU championship. He returned to Dartmouth in 1937 as varsity hockey coach and freshman football and baseball coach. In seven of his first nine years, his clubs won the Pentagonal League hockey crown. And from 1942 to 1946, they set an intercollegiate record of 46 games without defeat. At one time or another, Eddie has served as an executive on almost every outstanding amateur hockey organization; and he has written two books—"Ice Hockey" and "Heads-Up Hockey." The latter will be published next fall, and will cover the game in the beautiful manner exemplified in his article. Hockey coaches will be happy to learn that Eddie will present his famous conditioning program in a series of two articles next fall. One will cover Land Hockey (for pre-ice conditioning) and the other Ice Conditioning.

SHOOTING ACCURACY



Moves and Countermoves: Hockey is really a game of moves and countermoves. Consequently, the best players don't commit themselves too soon and thereby help the opponents. Whenever possible, force the opponent to commit himself first and thereby show his hand. Thus, you have something definite to base your countermove on. Sometimes the smart player will feint his opponent into a commitment before applying the countermove.

How to Pass: Before passing, be sure you have good control of the puck by quarter-turning the blade of your stick over the puck so that you have a good purchase of it (like a pitcher gripping a baseball). The puck should always be carried and passed from the center of the blade.

After looking up and locating your teammate, pass the puck to him with proper timing, proper direction, and proper speed with sufficient lead so that he doesn't have to break his stride for the pass. To assure accuracy in passing, proper body alignment and a smooth, rhythmic follow-through are necessary.

How to Receive a Pass: When receiving a pass, be sure to quarter-turn the blade of your stick to form a good "stick pocket" and "give" with the pass in order to kill its force (like catching a baseball to prevent "stinging" and fighting the ball). Be loose and relaxed when you receive a pass. The receiver can help the passer by placing his stick blade on the ice as a target, on the side he'd like the pass.

Various Types of Passes: Lateral, forward, flip, drop, backward, and back diagonal.

No matter which you use, make sure always to follow the passing principles of when to pass, when to break for a pass, how to pass, and how to receive a pass.

Lateral Pass: This simple pass is self-explanatory. For greatest proficiency, develop the art of making accurate backhand passes and of receiving passes on the backhand side, as well as the forehand side.

Forward Pass: This pass is also self-explanatory, but there are a few cues and words of caution which must be observed to assure accurate, precision-like passwork.

If you're ahead of the puckcarrier, always be looking back for the pass-up. If you're the puckcarrier, always

look up and pass ahead but only when your advance forward gives you the cue of looking back.

Never make a forward pass directly at a teammate's back because he can't see the puck nor receive it properly. A forward pass must be an angular feed either to the forehand or backhand side of the player, so that by turning his head sideways the player has good sight of the approaching puck. If the advance teammate is looking for a forward pass and has his stickblade on the ice for a target, give it to him on that side.

Flip Pass: A flip pass is made from the toe of the stickblade with a flip of the wrist. This pass is most effective when there's an opponent between the puckcarrier and the receiver, especially if his stick is on the ice, because the ordinary flat pass would be intercepted under these circumstances.

Drop Pass: Whenever the puckcarrier crosses over in front of a teammate, that's the cue to expect a drop pass. Consequently, the drop pass receiver must slow down and allow at least a 10-foot clearance so that he can handle the drop pass. If he's too close to the puckcarrier, and the drop pass is at his feet or if there's too much backward motion to the drop pass, it becomes difficult to handle.

DROP-PASS "CHOP" TECHNIQUE



When making the drop pass, the puckcarrier dribbles the puck forward and quickly places his stickblade in front of the puck and gives it a sharp, choppy slap so that the forward progress of the puck is stopped dead. If this chop stroke is done lightly or too carelessly, the forward momentum of the puck won't be stopped and the puck will continue to slide forward and away from the intended receiver.

The successful execution of the drop pass depends on the puckcarrier forcing the opponent to turn before making the drop pass. Once the opponent has committed himself by turning, he cannot check himself or steal the puck, and therefore is at the mercy of the drop pass. This maneuver illustrates the basic principle of "moves and countermoves."

Backward Pass: This simple pass is self-explanatory and must be used with caution. Never make a backward pass without taking a look, because if passed blindly it may go di-

rectly to an opponent. And remember, a backward pass is most always in the direction of your own net.

Back Diagonal Pass: is best used against a sliding defense. A sliding defense makes it difficult for the puckcarrier to get around for a good angle shot on the net. In such a case, he should have recourse to this pass.

For good coordination on this pass, the puckcarrier's teammate, when he sees the puckcarrier's difficulty in getting around the defense, should slow down and take a back-diagonal position off the puckcarrier's inside shoulder. He should then yell, "With you!" At this cue, the puckcarrier turns his head to the inside, locates his receiver, and gives him a back diagonal pass.

The back diagonal pass is made away from a sliding defense and again illustrates the basic principle of "moves and countermoves."

SHOOTING FUNDAMENTALS

There are four important requisites to being a good scorer—Accuracy, power, deception in looking up, and variety of shots.

Accuracy: An accurate shot is much more effective than an inaccurate more powerful shot. Players should develop accuracy first and add the power later when they've had more experience and confident shooting accuracy. Shooting perfection is attained when the player combines power with accuracy.

To develop shooting accuracy, you must:

1. Have proper body alignment and stick alignment.
2. Look up before shooting.
3. Follow through with stickblade practically flush at target.

Proper Body Alignment means your body should be turned toward your target in such a manner that when your stickblade follows through directly at the target, it's a natural, comfortable movement and not a cramped, awkward feeling; and the body must finish up facing the target to insure accuracy. Like shoveling coal into a furnace, you must have proper body alignment and shovel alignment so that when you follow through the coal will hit its target and go into the furnace.

Looking Up Before Shooting is absolutely necessary in order to see the vulnerable spots available or created by the goalie's premature commitment. Such information is invaluable in order to capitalize with an accurate shot. Never help a goalie and alert him by looking up with a raised head. Look up with eyes up and head down.

Follow Through with Stickblade Practically Flush at Target. Take this tip seriously and you'll score more frequently. Prove this to yourself by laying another stick on the ice so that the handle points to the corner of the net at right angles to your stickblade. Then propel the puck down this right-angled line so that your stickblade finishes up flush at the target. You'll be amazed at the accuracy of your

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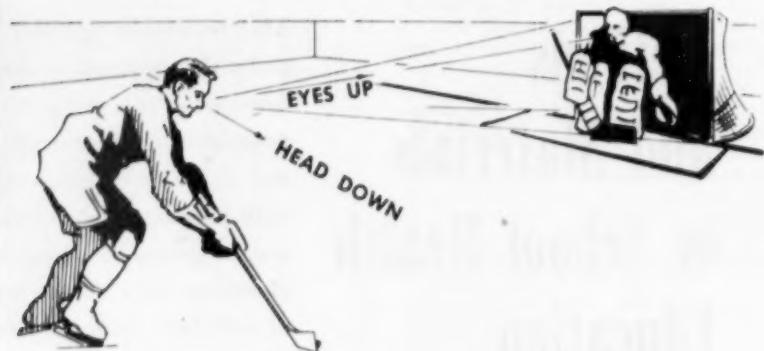
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DECEPTIVE SHOOTING (HEAD DOWN, EYES UP)



shot. The puck always goes in the direction of the follow through. It's the same as lining up and following through on a golf putt.

Power varies with the individual's strength. The natural strong boys hit the long ball in baseball and have the hard, powerful shots in hockey.

However, as in baseball, good wrist action with good wrist snap just as you let the shot go gives the puck a "whip-lashing" which gives the shot added zing. Power and strength can be developed in the forearms and wrists by constantly squeezing hand-wrist developers.

Deception in Looking Up: When shooting, never give a goalie a break. When you raise your head and look up at the goalie, you immediately alert him to the fact that a shot is on its way and thereby make it that much tougher to score.

If you look up with your eyes and keep your head down, the goalie will think you're unprepared to shoot and will be off guard. You'll thus add the valuable element of surprise to your shot.

Variety of Shots: There are six types of shots that should be mastered in order to be a good, all-around scorer — Forehand power, forehand slap, forehand snap, forehand and backhand flip shots, backhand power shot and backhand snap shot, trick shots, namely—head feint and delayed shot to near corner, head feint and delayed shot to far corner, fake shot and quick inside dribble, and capitalizing on goalie commitments.

Forehand Power Shot: Make sure that your body alignment is such that in your follow-through the stickblade will finish up in the direction of your target.

The puck should be shot from a point between the heel and the middle of the blade, starting off the side about on a line with the rear foot heel. This permits a sweeping, powerful follow-through stroke. When shooting, don't shoot with just your arms and hands. Get your body into it for added drive. If this shot is started from a side-front position, it will be impossible to get any follow-through body power behind it.

To get a good purchase of the puck, "grip" it by giving the stickblade a

quarter turn. To keep the shot low, keep the lower wrist stiff. This enables you to shoot in a low trajectory, and a strong follow-through stroke will give the puck sufficient height and power. By opening up the lower wrist as the shot is made, the puck will be shot in a high trajectory.

Always finish up your forehand power shot with a good wrist "whip snap" to give the shot added zing, and always get your shot off quickly so that the goalie is taken unawares.

Forehand Slap Shot: Slap shots have tremendous power and a good surprise element. Even though it lacks the accuracy of the power shot, it's highly effective because the suddenness of it prevents the goalie from preparing himself or to "line up" the angle of the shot.

For slap shots, the puck has to be set up on the side front of the player's forehand side in order to get a more powerful slap into the puck. The stick is swung back at about belt-height and is brought back down with a very forceful slap at a point directly behind the puck so that the stick-blade hits the ice first. This assures a good solid smack of the puck. If aimed at the puck, the player may miss the puck entirely or just top it and get a weak dribbling shot. Remember to follow through with the stickblade flush at the target for accuracy.

The slap shot can be used on a loose puck, a soft pass, or as the puck-carrier dribbles the puck in.

Forehand Snap Shot is deceptive and effective because it's done quickly and with a tremendous wrist snap. This shot is most effective when fairly close to the net, and is used when the puck is in the side front position of the shooter. Because of the side front position of the puck, the wrist snap supplies the power instead of the arm-sweeping stroke of the power shot when the puck is positioned off the rear foot heel.

Forehand and Backhand Flip Shots, like the flip pass, are made from the toe of the stickblade with a quick flip of the wrist. This shot has little power and requires a lot of wrist twist to flip the puck into the upper part of the net. A good flip shot with the blade finishing up flush at the

target will assure an accurate score.

This shot is effective only when close to a goalie. It's very effective in flipping the puck over a prostrate goalie, up over the goalie's shoulder and into either of the two upper vulnerable corners, or up high as the goalie starts to flop down. The flip shot may be forehand or backhand.

Backhand Power Shot and Backhand Snap Shot: Backhand shots are very effective, but most players are weak on them for the simple reason that they don't practice them. Goalies hate backhand shots because the unnatural body and stick alignment makes it difficult for them to figure the angle of the shot. For that very reason, the backhand shot is effective.

Also, the backhand shooter gives the appearance of not being prepared to shoot and consequently the goalie isn't alerted and a helpful surprise element is added to the shot. Because of the uncertainty of the angle and height of a backhand shot, it's dangerous and should be practiced on a shooting board so as not to endanger the goalie. Never take backhand shots on your goalie when warming up before a game or practice.

The backhand power shot is made just like the forehand power shot, except it's done on the backhand side.

The backhand snap shot is made with a lot of wrist snap just like the forehand snap shot, except that it's done on the backhand side.

The player who develops a good backhand shot will be the greater all-around scorer.

Trick Shots:

Head Feint and Delayed Shot to Near Corner: This trick shot is best used when coming in on the goalie from the wing on the shooter's forehand side. When 20 feet out, throw a head bob forward, delay your shot, and pick the near corner. The head bob gives the shoulder movement and appearance of the start of a shot to the far corner and if the feint is successful, the goalie will move or lean away from the near post and consequently he'll be at the mercy of the delayed shot to the near corner.

Head Feint and Delayed Shot to Far Corner: Do exactly the same except after delaying your shot, shoot the far corner. The shot is effective as a change-of-pace shot which throws the goalie's timing off and is a perfect sequence play for the preceding shot.

Fake Shot and Quick Inside Dribble: This trick shot is also used when coming in on the goalie from the wing on the shooter's forehand side. When about 10 feet out, fake a forehand shot, then take a quick inside dribble and quickly tuck the puck backhand into the net. The fake shot "holds" the goalie in position for a shot and the sudden quick dribble catches him unawares. The puck must be tucked backhand into the far side quickly before the goalie can adjust himself for this sudden change.

Capitalizing on Goalie Commitment
(Concluded on page 47)

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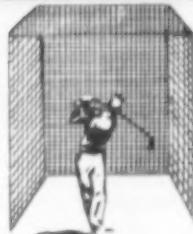
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Survey of High School Wrestling

(Continued from page 18)

be included. Only 5% felt that it couldn't be included due to lack of equipment, instructors or other financial aspects. 10% didn't answer this question.

Question 24: Give the educational reasons why you believe that wrestling should or should not be included in the high school physical education program.

The following reasons were given (in rank order) for including wrestling in the program:

1. Principles of self-defense.
2. Good sportsmanship.
3. Physical fitness.
4. Coordination.
5. Strength, endurance, agility.
6. Democratic and team spirit.
7. Will to win.
8. Equality of opportunity.
9. Poise and alertness.
10. Carry over value.

A few gave reasons why wrestling should not be included in the regular class, intramural, or interscholastic program, as follows:

1. Too expensive in comparison to team sports.
2. Lack of qualified teachers and coaches.
3. Dangerous when not adequately supervised.

Question 25: Any additional comments regarding the educational aspects of wrestling?

Covered in the above question.

Question 26: If you don't have a wrestling program, is it due to a lack of facilities, instructors, or other reasons?

The 30 schools who did not have wrestling gave as the essential reason lack of facilities, instructors, and finance. Related to these in several instances was lack of funds for travel. In two instances, lack of interest and necessity for large classes was mentioned.

Question 27: Does your administration approve of a wrestling program? If not, is it because of the influence of professional wrestling or other reasons?

90% stated that their administration did approve of wrestling. 5% stated that their administration did not. The reasons given were related to budget and lack of qualified instructors and coaches. The influence of professional wrestling seemed to have very little bearing on the problem. 5% did not answer the question.

Question 28: Do members of your school board or administration believe that interscholastic wrestling is the same as professional wrestling?

96% felt that school boards and administrations did not confuse scholastic with professional wrestling and that this was not a problem. 3% did not answer the question. Only about 1% felt that the negative influence of

professional wrestling was being confused with interscholastic wrestling.

CONCLUSIONS

The following conclusions seemed warranted from a consideration of the findings:

1. Participation. The study indicates that wrestling in secondary schools is a fast-growing sport. 75% of the schools studied offered wrestling instruction as a part of the regular physical education program; and approximately 25% were considering offering it either as class instruction, interscholastic competition, or intramurals.

2. Popularity. The popularity of wrestling is indicated by the fact that interest in learning how to wrestle is great enough to warrant its inclusion in the regular physical education program. Approximately 70% felt that wrestling was popular with the student body.

3. Democratic Principles. There was unanimous agreement that wrestling is one of the best activities in providing recognition of the individual. It's one of the few sports in which a "good little man" is on a par with the "good big man."

4. Qualification of Personnel. It appears from the data that relatively high qualifications are required of persons who are to teach or instruct wrestling. 100% require the B.A. degree or equivalent, teaching credential as with other teachers, and experience with wrestling.

5. Health Aspects, Injuries and Hazards. It was established that wrestling is less hazardous than football or basketball, about on a par with other individual and dual sports. As with other activities, proper conditioning and instruction are the factors which reduce incidence of injury.

6. Physical Fitness. It was unanimously agreed that wrestling ranks high (has few peers) in the development of all-around physical fitness.

7. Self-Defense. At present, wrestling is perhaps the only activity which has as a primary objective the teaching and the practice of self-defense. This is practically a unique contribution.

8. Positive Aspects. There was almost complete agreement that the positive aspects of wrestling are significant enough to warrant its inclusion in the high school physical education program.

9. Influence of Professional Wrestling. The influence of professional wrestling seems to have very little bearing on the problem. There was no evidence that parents, pupils, teachers, administrators, school boards, or the public have seriously confused scholastic with professional wrestling.

10. Reasons for Inclusion in the Program. (See answers for Question 24 at top of adjacent column.)

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A Physical Education

"SPORTS ASSEMBLY"

By **ALFRED STEELE**, Coach, Polytechnic H. S., Riverside, Calif.

WHILE educational authorities have long recognized the importance of a daily physical education period, the great majority of our schools come nowhere near attaining this desideratum. The fortunate schools offer two or three periods a week plus some classroom work on health education, etc., while other schools must be content to offer just one period a week. Yet physical education remains the one requisite that most boys enjoy.

As all of us know, nearly every boy taking physical ed yearns to play on a varsity team—to feel the excitement and thrill of performing before a crowd. But because of size, speed, or some other limitation, they can never realize their dream.

It was with this thought in mind that our physical education head developed the idea of an "Athletic Sports Assembly"—a sort of intra-school sports carnival which would afford championship competition in a "big time" atmosphere to hundreds of boys.

A tentative plan of procedure was submitted to a sympathetic administration, and the initial organizational phase soon was underway. The date—in late February—was put on the school's master calendar, billed as a regular school assembly.

In order to seat the entire student body, the sports carnival was scheduled for the football-track stadium. The events themselves offered no undue hardships to the boys. Most of them were regular parts of the physical education program, either of the testing phase or of the regular gym period.

With sunny weather permitting outside classes most of the winter, the process of selecting entrants was started in December. (In some states, such a program naturally would have to be conducted in the spring or be modified to permit staging in the gym.)

Competition was arranged on a class basis—sophomore, junior, and senior. However, in checking through previous class competitions, we found

that the sophomores—being younger and less experienced—couldn't possibly cope with the older groups. So, to even out the competition, we gave the sophs an 11-point handicap.

Co-captains for each class were selected almost arbitrarily, the main requisites being an avid interest and the ability to aid in the overall organizational process.

After the captains had been selected, the job of screening the best available boys was launched. Each physical ed instructor endeavored to pick the outstanding boys in each of his classes for the various events on the schedule. (See accompanying chart.)

The fact that our physical education program varied from one day to the next gave the instructors an excellent opportunity to appraise their classes in each event. For example, if a Monday class was scheduled for basketball, the instructor could test them at this time for free-throw accuracy. If on Tuesday this

SCHEDULE OF EVENTS

Time	Event	Record
10:15	Flag Salute	
10:20	Opening Ceremony	
10:25-120-yd. Low Hurdles	:14.0	
10:30-880-yd. Run	2:05.2	
10:35-100-yd. Dash	:10.3	
10:40-400-yd. Shut. Relay	:44.3	
10:50-Push-Ups	63	
10:55-Frog Stand	6:01.0	
11:00-1320-yd. Run	3:18.2	
11:10-330-yd. Run	:36.4	
11:20-440-yd. Run	:45.8	
(Field Events Start at 10:15)		
Running Broad Jump	20' 4"	
High Jump	5' 10"	
Shot Put (8 lbs.)	62' 1 1/2"	
Pole Vault	11' 6"	
Basketball Free Throws	19-25	
Baseball Throw (Accuracy)	13-25	
Football Throw (Distance)	62 yds.	
Jump and Reach	33"	
Rope Climb (15')	:01.9	

same class was scheduled for track and field, the instructor could test them in the 100-yard dash, shot put, etc.

This procedure was continued until every class instructor had tested all his boys in all the events.

Upon the completion of the testing, the instructor tabulated the results and turned over all the data (names, classification, and scores of the top boys in each class) to the chairman of the department. The latter then conferred with the co-captains of the three classes, and the logical entries for each event were selected.

Each class could enter as many as five boys in an event, except for the events run in lanes on the track. These necessarily were limited to three entries per class. The fact that no boy could participate in more than two events and a relay obviated over-loading and encouraged participation by greater numbers.

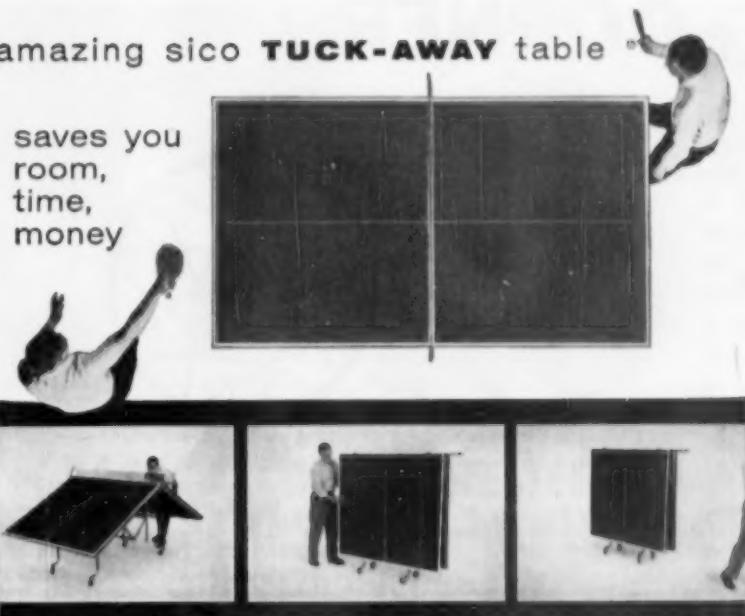
Five places were picked in each event, with first place counting five points, second place four points, etc. After the place winners were selected, they were escorted to the victory stand by five young ladies previously selected from the student body.

Each of these place winners received an appropriately lettered ribbon bearing the name of the event, the date, and the place won. In addition, he received a "delicious" apple.

During the running of the events, the seniors sat in one section of the stadium, the juniors in another, and the sophomores in still another section. Each class had its own cheerleaders to whoop it up for their heroes.

(Concluded on page 47)

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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N.Y.

WHEN Larry Killick, the former star college and probasketballer, toured the world with the Syracuse Nats the past summer, he conducted a series of clinics on the fundamentals. At one of these seminars in Cairo, Egypt, he had Johnny Kerr, the ex-Illinois great, demonstrate the niceties of the one-hand push shot.

Johnny started from the corner—and hit. Then he proceeded around the horn—and his hand remained as hot as a dragon's breath. The crowd oohed and ahhed as Johnny kept sinking shot after shot. On his fourth goal, one of the cords holding the net to the ring snapped. His fifth goal snapped cord No. 2 and his sixth goal severed cord No. 3. On his seventh consecutive basket, the net fell to the ground. Johnny had literally shot the net off the basket!

Amid an awed silence, the big red-headed Nat walked slowly over to the net and picked it up daintily between thumb and forefinger. Holding it up for the crowd to see, he casually asked: "Any questions?"

One of the least stodgy coaches in the football lodge, Duffy Daugherty is still operating on the football-can-be-fun theory. Rehearsing a new pass pattern last month, he told his charges, "This play will go all the way." Whereupon Pat Wilson threw the ball—only to see it intercepted and returned for a touchdown by the scrubs.

Chuckles broke out among the Spartan squad. But Duffy remained unfazed.

"You'll notice," he said, "that I didn't say which way."

Pin-point quotes by the sportswriters:

Shirley Povich: "Nino Ponomareva, Russian Olympic discus thrower who is pleading innocent to the charge that she shoplifted five hats from a British department store, at least is claiming she bought them—not invented them."

hurt, the better he fought. Time after time he was knocked nearly down, but up he came again and faced the mark . . . again to take the heavy blows, which sounded so as to make one's heart turn with pity for him. At length he came up to the mark the last time, his shirt torn from his body, his face covered with blood and bruises."

Notice how George kept getting better and better "the more he was hurt." If the fight hadn't been stopped at this point, he might have won a magnificent burial at sea. This is "rare and wonderful" sports reporting?

Ever hear of a high school player running 199 yards on four straight plays to score a touchdown? Peter Brogan of St. Benedict (N.J.) did it last month. First he reeled off a 54-yard gain. But a penalty nullified it. Then he dashed 65 yards. But the ball again was called back because of a violation. On the third play, Pete dashed for a 17-yard gain. And on the fourth play, he rambled 63 yards into pay dirt.

Coach Chuck Taylor of Stanford doesn't see much of his top quarterbacks between seasons. John Brodie, the Indians' No. 1 qb and the country's top forward passer, ducks spring practice to concentrate on golf—in which he's rated one of the nation's top young amateurs. Jack Douglas, the No. 2 qb, concentrates on tennis. A former national junior champion, he's expected to become one of the country's top players.

Believe it or not, Lenoir Rhyne College chalked up 16 points against Guilford College before the losers had a chance to run a play from scrimmage!

Jerry Mitchell: "So taken is everybody with the success achieved by Don Larsen and Bob Turley in discarding the wind-up and pitching from a standing start, that next thing you know some pitcher is going to go out there and yell, 'Look, mom—no hands!'"

Bob Addie: "Red Smith has just been named winner of the second annual Grantland Rice Memorial Award for outstanding sportswriting. Fred Russell won it last year. I finished second—and paid \$4.40."

In Barnes' new book, Yesterday in Sports, a passage from Richard Dana's classic, *Two Years Before the Mast*, is cited as "a rare and wonderful example of sports reporting." The ship's bully is beating the bejabbers out of the clean-cut young lad named George.

"But the more he (George) was

Here are the country's 25 most successful major college football coaches, based on a minimum of 50 games (percentages figured without ties).

	Won	Lost	Tied	Pct.	H.C.*
Bud Wilkinson, Oklahoma	84	8	3	.913	9
Jim Tatum, North Carolina	86	20	6	.811	11
Earl (Red) Blaik, Army	146	43	12	.772	22
Bobby Dodd, Georgia Tech	91	27	3	.771	11
Bill Murray, Duke	84	28	6	.750	13
Woody Hayes, Ohio State	66	22	2	.750	10
Johnny Vaught, Mississippi	66	22	5	.750	9
Bob Blackman, Dartmouth	49	18	5	.731	7
Warren Woodson, Arizona	172	67	17	.720	25
Jess Hill, Southern California	37	15	1	.712	5
Henry (Red) Sanders, UCLA	87	36	3	.707	13
Thad Vann, Mississippi Southern	52	22	0	.703	7
Bennie Oosterbaan, Michigan	49	22	2	.690	8
Phil Dickens, Wyoming	59	27	8	.686	9
Charlie Caldwell, Princeton	139	65	9	.681	26
Buff Donelli, Boston University	74	35	4	.679	13
Vince Di Francesco, Ohio State	42	20	2	.677	7
Paul (Bear) Bryant, Texas A&M	74	36	7	.673	11
Dewitt Weaver, Texas Tech	35	17	3	.673	5
Bowden Wyatt, Tennessee	56	29	2	.659	9
Jack Curtice, Utah	77	40	7	.658	12
Lynn Waldorf, California	167	87	22	.657	29
Carl Snavely, Washington U.	165	86	16	.657	29
Floyd Schwartzwalder, Syracuse	60	32	1	.652	10
Jordon Oliver, Yale	74	40	5	.649	13

*Years as a head coach

On the kickoff, Guilford fumbled and Lenoir Rhyne recovered in the end zone for a touchdown. On the following kickoff, the Guilford receiver was tackled in the end zone for a safety. After Guilford's free kick, Lenoir Rhyne moved to a touchdown on three plays. Both extra points were converted.

Ben Kerner, owner of the St. Louis Hawks, stopped the annual draft meeting of the NBA cold when he picked Darrell Floyd, the Furman shooting whiz. Frank Selvy, the other Furman shooting whiz, is also a Hawk, and Kerner announced dramatically, "Selvy and Floyd—how about that?"

"You'll need three basketballs!" another owner shot back.

"I'm fed up with rookies and green kids," another coach complained to Red Holzman, Hawk mentor. "Can't you give me a finished ball player?"

"I've got two who are all finished," rejoined Red. "Which do you want?"

At the draft meeting, Red Auerbach, Celtics' coach, claimed that he intended to be completely cooperative about maintaining the amateur status of his draft choices, Bill Russell and K. C. Jones, who had just been selected for the Olympic team.

"I won't even talk to them until after the Olympics," promised Red.

"Do you know whether Jones is due for military service soon?" he was asked.

"Last time I spoke to him, he said he was 1-A," replied Auerbach.

"Is your All-American, Bronko Birdbrain, as dumb as they say?" inquired a not too tactful sportswriter.

The coach remained undisturbed. "I'll say he is," he answered calmly. "When he got his letter at the annual banquet last year, I had to read it to him!"

The team bus was careening along at 100 miles an hour, and some of the players began sweating. Finally, one of them tapped the coach, who was driving, on the arm. "Coach," he said, "don't you think we're going too fast?"

"Nothing to worry about," retorted the coach. "The Lord is riding with us."

"Maybe so, Coach," insisted the player. "But if He didn't get on at Tiffin, He sure as hell hasn't had time since!"

The coach had just finished briefing his club on what to expect the following Saturday. "Now, boys," he concluded, "what do you do when Bull Hercules gets the ball and starts driving over the middle?"

"Climb a tree!" immediately chattered the three middle linemen.

The coach played it straight. "But Bull can climb trees, too."

"Not this tree, Coach," snapped the team wit. "It would be shaking too much!"

(Concluded on page 47)



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New Books on the Sport Shelf

- **FUNDAMENTALS OF THE T FORMATION.** By James B. Bonder. Pp. 249. Illustrated—photos and diagrams. Dubuque, Ia.: Wm. C. Brown Co. \$4.

DESIGNED as an elementary textbook for beginning coaches, this 11" x 8½" volume offers a comprehensive step-by-step analysis of the T formation magnificent in its simplicity, logic, and continuity.

The author, who's line coach of those superb West Chester State Teachers College teams, knows his principles of teaching and does a superb job of integrating the fundamentals of line-play and backfield play.

After several chapters on the philosophy of coaching, he gets right down to bedrock fundamentals. Simply and logically, he analyzes line communication and the T, practice sessions, skills, cross-blocking, other line blocks, special end blocks, the center, down-field blocking drill, the line as a unit, defensive skills for interior linemen, line pursuit, and defensive end play.

Then he describes every facet of backfield play, including stances, faking, ball-handling, blocking, running, passing, kicking, flanking, pitch out, and all the rest of the skills.

Next, the individual skills are integrated into team patterns—pass defense, developing the offense, meeting changing defense, the kicking game, defenses, unorthodox sound defenses, and planning for the game.

The writing is clear and authoritative, and illustrated with many fine photos and diagrams. Every coach—the experienced man as well as the beginner—will find a mountain of solid coaching material in this book.

- **THE TECHNIQUE OF COMPETITIVE SWIMMING.** By Bela Rajki. Pp. 89 with 66 full-page action photos. London: Collet's Holdings Ltd. \$4.50.

THE famous Hungarian swimming expert, Bela Rajki, has come up with a magnificent coaching text. With the aid of some gorgeous underwater action sequences, he scientifically analyzes all the competitive swimming techniques.

He covers the breast stroke, breast stroke turn, butterfly stroke, dolphin stroke, dolphin stroke turn, back-stroke, backstroke turns, front crawl stroke, front crawl turns, the start, and a superb one-year training plan for the competitive swimmer.

The analyses are clear, thorough, and highly authoritative; and the picture sequences are out of this world. Shot by the author himself, they show many of Europe's finest swimmers demonstrating in complete

detail all the finer points of their specialties.

(North American distributor of the book is Sportshelf, 10 Overlook Terrace, New York 36, N. Y.)

- **REMINGTON ARMS IN AMERICAN HISTORY.** By Alden Hatch. Pp. 359. Illustrated. New York: Rinehart & Co. \$6.50.

THIS is the fascinating story of the great Remington Arms Co. Beautifully written by a well-known writer, it traces the company's growth from 1816 up to the present, with emphasis on the development of the many Remington "firsts"—the first unwelded barrel of solid steel, the first practical percussion-cap breech-loading carbine, the revolutionary Remington rolling block breech rifle, the center fire cartridge, the first autoloading shotguns and rifles, etc.

Of particular interest are a 48-page appendix showing all the Remington gun models, and several ballistics tables.

- **SPORTS FILM GUIDE (3rd Edition).** Published by The Athletic Institute. \$1.

OVER 2,000 16-mm. films currently available to schools, organizations, and the general public are listed in this extremely valuable guide. Probably the most concise directory of 16-mm. sports films ever published, it tells you all you want to know about the listings—title, length, black-and-white or color, sound or silent, and a brief summary of the contents.

The films are catalogued by sport, and every sport from Archery to Wrestling is included. For your copy, order from The Athletic Institute, 209 S. State St., Chicago 4, Ill.

- **YESTERDAY IN SPORTS.** Edited by John Durant. Pp. 136. Illustrated—photos and drawings. New York: A. S. Barnes & Co. \$3.75.

HERE are 62 of yesteryear's most dramatic moments in sports as originally published in *Sports Illustrated*. A tremendously entertaining collection, they offer memorable glimpses of every sport from the 18th century race horse scene to When Brooklyn Won. Superbly illustrated with rare photos, the book makes a handsome addition to sport memorabilia.

- **THE OLYMPIC GAMES BOOK.** By Harold Abrahams. Pp. 224. Illustrated. New York: Sportshelf. \$1.50.

BESIDES offering a solid history of the Olympic Games, this excellent book contains the complete record of every Olympic event from 1896

through the 1952 Games, including both men's and women's competition.

Other valuable materials include: table of first places by countries, table of first places in all events, best performances, and the progress of Olympic records.

- **SUCCESS AT SOCCER.** Edited by Frank Butler. Pp. 127. Illustrated. New York: SportShelf, \$2.50.

The second of a series of *Success at Sport* books, this volume covers every technical phase of soccer as analyzed by the outstanding British expert in that specialty. Both the coach and player will find guidance in every position — goalkeeping, fullback, wing halfbacks, center halfback, wing forwards, inside forwards, center forward, and tactics.

The book may be ordered from SportShelf, 10 Overlook Terrace, New York 33, N. Y.

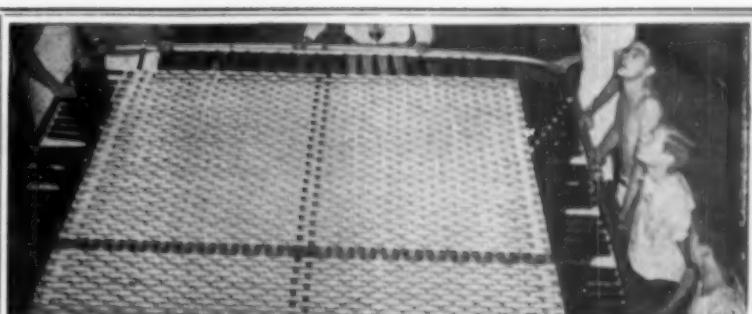
Other good British soccer books available from SportShelf include *Instructions to Young Footballers* by Tom Finney (\$2.50), *Football Year* by Percy M. Young (\$4.25), and *Referees' Chart and Players' Guide to the Laws of the Game* by the British Football Assn. (35¢).

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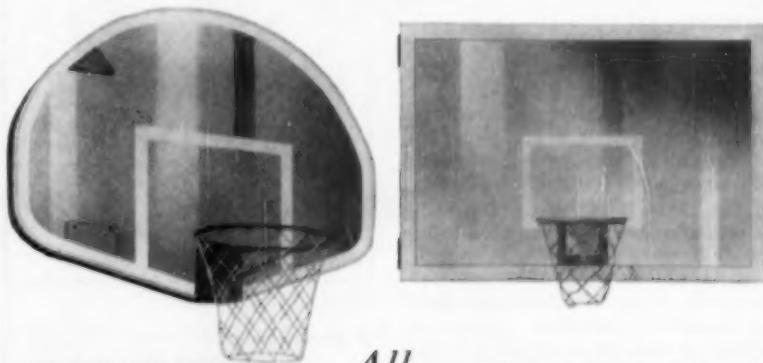
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Feeding the Pivot Man

(Continued from page 9)

As he finally moves in the direction of the ball, his defensive guard should be trailing him. The pivot player should move toward a passing lane—i.e. in a direct line with a passer and with the least possible interference from the harassing tactics of the man guarding the passer. (See Diag. 2.)

In his movements, the pivot player should continue to take an extra stride or two toward the pass as it's thrown to him. This will reduce the number of sudden deflections or interceptions.

One warning must be given at this point. A pivot man who's on the constant "go"—jockeying and feinting all the time—will make a poor target for the passer and will be in poor position to make a play whenever the ball does manage to get through to him.

The pivot must move to set up his opening and then ready himself for the pass and the sequence to follow. If he finds himself double- or triple-teamed or in poor position to make a play, he mustn't hesitate to signal the passer to hold onto the ball or to pass to an unguarded teammate.

In his position, a capable pivot player can and should direct the offense. The ball should move to his best advantage, even as he moves to uncover himself.

A number of team maneuvers can be employed to facilitate the feeding of the pivot. But before analyzing these patterns, it may be wise to indicate briefly their major purposes.

First, the key point of any pattern is to set up a one-to-one (passer-to-pivot) situation. However, where 10 men are in constant movement in a relatively small area and where the intentions of the offense are fairly clear to the defense, this isn't easily accomplished.

In their avidity for the ball, the offensive players have a tendency to cluster and to congest the pivot area. Now, if the offense can isolate a passer-to-pivot situation, with only one defensive man between them, it would lessen the problem of interception and enhance the success of the pivot thrust.

Secondly, the best areas from which to feed the pivot are from

the sides or corners of the court. Even when the pivot is set up on the foul line, his feeding should be from the sides. Passes in the center of the court are far more readily intercepted. In this area, the defensive team can more easily watch the ball and their opponents and are in excellent position to gamble for the interception.

Thirdly, the other offensive players must keep their opponents busy while the passer-to-pivot situation is being created. Again and again we've seen players standing still, watching a teammate trying to pass to the pivot. As the ball is thrown, one of the men guarding a "spectator" will move over and pick off the pass. *Keep the defense busy* and you'll keep interceptions to a minimum.

Thus, a good team pattern will create a passer-to-pivot situation, will permit all passes to the pivot

to originate from the sides or corners, and will provide a series of movements whereby all five men can keep in motion, properly separated from one another.

The team pattern used by the Ft. Wayne Pistons to set up their top-ranking Larry Foust has proven very effective. As shown in Diag. 3, No. 1 will pass to 2 in the deep corner and start in the direction of his pass. However, after two or three steps to the left, 1 will change direction and cut for the right side, followed by his man.

Foust (No. 3) will jockey his defender, pulling a semi-reverse to gain the inside track and force his opponent to a position behind him. No. 2 will bluff a drive toward the end line. Then, as his opponent moves over to defend against the drive, 2 will whip the ball to Foust. The latter can then turn for his pivot shot or return the pass to 2 cutting



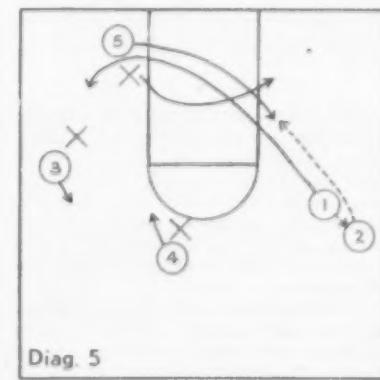
Diag. 2



Diag. 3



Diag. 4



Diag. 5

toward the basket.

Fort Wayne uses a number of alternatives to keep the defense from sagging. If 1's opponent decides to gamble on double-teaming Foust, 2 may feed a long lead pass or throw to Foust, who will bat it to 1 underneath.

If the defenders of 1, 5, and 4 are falling back to help defend against the pivot, 1 and 4 can set up a double-screen on or near the foul line for 5. No. 2 will bluff a pass to Foust and whip it to 5, who'll have an easy set shot from 15 to 20 feet out with Foust in excellent rebound position.

Many of the midwestern universities use an outside screen to set up a forward-to-pivot pass situation. **Diag. 4:** As the guards (1 and 2) cross over in the backcourt, 2 passes to the forward (3) on the side of the court. Following the pass, 2 drives around the forward and continues toward the basket. The pivot jockeys toward his defender and works into a pivot position at the keyhole. No. 3 bounce-passes to the pivot and cuts around the post.

The pivot has the option of feeding the guard, 2, returning the pass to the forward 3, holding it for a second cutter (4), or faking and keeping the ball to make his own scoring opportunity.

This pattern can also be used with the guards screening on the inside or the forwards faking to the pivot and using him as a screen as they dribble into the basket. Other variations may also be used to prevent the defense from digging in against the pivot.

TEXAS TEAM PATTERN

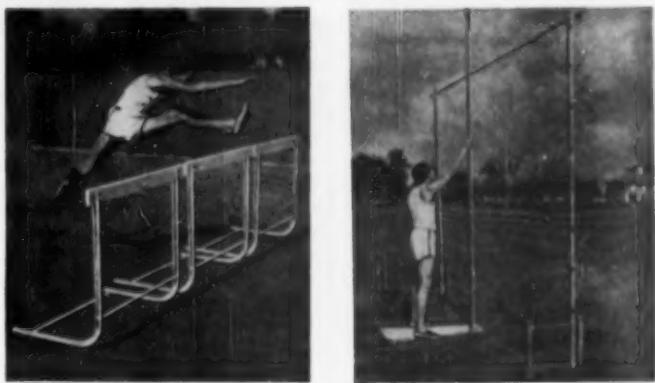
John Gray, when coach at Texas University with players like Martin, Madsen, Hargis, and Hamilton, developed a team pattern against a defensive opponent who played in front of the pivot man.

In order to uncover the tightly guarded pivot man, the guards used an over-the-shoulder pass to each other with the front guard moving directly toward the pivot man and his defender. The pivot man, timing the play, would sidestep the onrushing guard and move into a frontal position ready for the pass from the guard with the ball. (See **Diag. 5.**)

Tippy Dye, when coaching at Ohio State with Dick Schnittker at the pivot, and Everett Case at North Carolina State used a revolving pattern of a forward or two forwards screening for the pivot man to help uncover him against tightly guarding defenders.

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the corners. As a forward screened, the pivot man moved into position for the pass. The screening player continued his movement in order to keep the middle clear and to prevent double-teaming on the pivot man.

The success of team patterns in feeding the pivot is predicated on the use of movement by all five men. Basketball is a team sport and all five men must make their contributions. Perhaps the best commentary we can note in closing are the remarks of the two opposing coaches in the National Invitation Tournament game between St. Joseph's

College of Philadelphia and Seton Hall of New Jersey.

Honey Russell, the losing coach, bemoaned the standing around of one of his players and the number of intercepted passes his opponent made during the game.

In turn, Jack Ramsay, the victorious coach, spoke of the success with which all five men moved on offense and the well-spread scoring among them.

Here was the basic premise sharply delineated: If your players move and move properly, they should be able to feed the pivot and get their offense off the ground.

Time-Motion Study of Basketball Practice

(Continued from page 7)

all four coaching levels was then computed, which established an overall mean for each coaching area, each seasonal division, and each phase of practice. These totals are shown in the following table relative to the amount of time, in minutes, allocated to each phase.

Many significant and interesting comparisons were expressed by the coaches on each of the four coaching levels. On the basis of the previous success of these coaches, the results warrant careful scrutiny and evaluation.

In the pre-seasonal division, the results indicated that the total practice time ranges from a low of 109 minutes in junior high to slightly over 3 hours in the professional area.

It's somewhat surprising that the college coaches spent about 8 minutes less in their pre-season practice than did the high schools. The longer season and the subsequent problem of staleness are perhaps the leading factors influencing college coaches to employ less practice time in the pre-seasonal division.

As the season progresses to the early division, the junior high area is still low at 111 minutes and the college coaches continue to use approximately 10 fewer minutes than the high school coaches. The major difference in total time is with the professional coaches, who cut nearly 1 full hour from the total time employed in their pre-season practice.

In the mid and late portion of the season, the professional coaches use the least time, approximately 1½ hours. The junior high and high school coaches employ practically identical time, with the college coaches using 6 or 7 fewer minutes.

The coaches on each of the four levels use less than a total of 1½

hours for the post-seasonal division of the season. There's less than a 10 minute differentiation in this total time among all four coaching areas in this division. This represents the closest agreement of all the coaches in any of the four seasonal divisions.

The professional area shows the greatest drop in total practice time from the pre-season to the post-seasonal division. This covers a range of over 3 hours to slightly less than 1½ hours. The junior high school's drop between these two divisions represents the lowest difference (approximately 20 minutes).

Among the five phases of each practice, the coaches have indicated that more time is spent on fundamental drills than any other one phase. This is particularly true in the pre-seasonal division where all coaches spent nearly 45 minutes on these drills.

Play situations are the next highest in total time. Scrimmages are third, chalk talks and scouting reports are fourth, and physical conditioning last. However, this order isn't constant throughout each respective division, as may be noted in the previously listed table.

The results prove conclusively that all coaches place greatest emphasis on fundamental drills and play situations, particularly after their regular schedule begins. It also shows that the amount of scrapping diminishes as the season progresses.

It's also worthy to note how quickly the emphasis on physical conditioning drops once the regular schedule gets underway. The need for more time in personnel meetings for chalk talks and scouting reports increased from a low in the pre-season division to approximately third in the post seasonal division.

Some coaches believed that these meetings should be a completely separate part of their overall program and didn't include them in their regular practice time.

It's also interesting to compare the amount of time the professional coaches allot to scrimmaging with that of the other coaching levels. This difference is particularly noticeable in the pre-season division, where professional coaches spent nearly three times as many minutes as the next highest which is the college area.

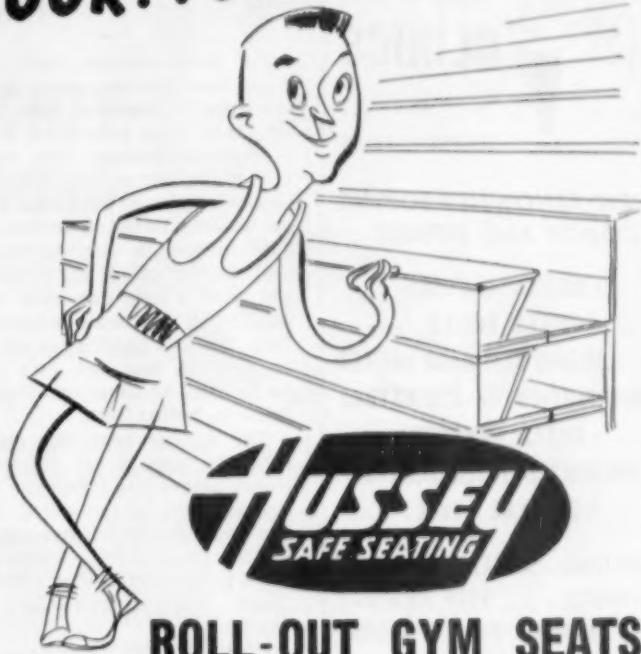
This represents the greatest single variance in all the results included in the table. The prime reason for this is the necessity for the professional coaches to condition their players as quickly as possible to get them ready for their pre-season exhibition games. The age and maturity level of professional players is another influencing factor.

The phase of practice on which all four coaching levels have the most agreement is on physical conditioning in the post-seasonal division. There's only a variance of 4 minutes among all four areas. There's also nearly unanimous agreement on the time spent in personnel meetings in the mid and late seasonal division. This differentiation is only 5 minutes.

It's hoped that this information will be of value to prospective coaches and to individuals who've recently entered the coaching profession, in providing a starting point from which to formulate the practice schedules. Many experienced coaches may also benefit from these results by using them as a basis to make minor revisions of specific procedures which haven't been entirely satisfactory.

In any case, it appears that the essence of success in basketball is careful planning and organization of each practice minute.

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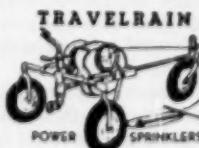
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Foul Shooting Styles

(Continued from page 13)

For these reasons, many coaches have been turning away from the two-hand underhand style and letting their boys foul-shoot in exactly the same fashion they set-shoot.

It makes sense, too. Why teach a boy two styles of shooting? Wouldn't he become twice as accurate if he concentrates on just one—his normal way of shooting? Shouldn't a kid with a nice one-hand or two-hand push shot, make a fine average from the foul line? After all, he sets up only 15 feet out; he's relaxed; he has lots of time; and there's nobody to bother him.

The figures bear this out. Let's take the pro game, for example. Here's where you'll find the greatest foul shooters in the world. The top five foul-shooters last season were Bill Sharman (87%), Dolph Schayes (86%), Dick Schnittker (86%), Bob Cousy (84%), and Carl Braun (84%).

It's extremely significant to discover that except for Schnittker, who shoots underhand, all of these crack foul-shot artists put 'em up the same way they set-shoot. Sharman, Cousy, and Braun take 'em with one-hand, and Schayes with two up over his head.

It seems sensible, therefore, to let your boys' style conform to their set-shooting form. If the boy happens to have a poor set shot and can't average his foul shooting this way, then by all means teach him the two-hand underhand method.

Again it's significant to study the pros. You'll find that most of the big pivot men—who rarely set-shoot—take their fouls underhand. That goes for Neil Johnston, Larry Foust, Clyde Lovellette, George Mikan, Ray Felix, Chuck Share, and Johnny Kerr, among others.

MECHANICS OF FREE THROWING

Though each of the three foul-shooting styles is distinctly different, certain fundamentals apply to all, namely:

1. Relax when you get on the foul line. Make an effort to keep your muscles loose and your mind relaxed. If you feel tight, bounce the ball a few times until you loosen up. Bill Sharman, possibly the greatest foul shooter in the game, wrings his hands to assure relaxed hands, wrists, and forearms.

2. Train your eyes on the front rim and keep them there from the beginning to the end of the shot.

3. Keep the palms of the hands off the ball—control is assumed by the fingers, no matter what type of shot you use.

4. Follow through naturally.

Now let's see how each of the shots is executed:

UNDERHAND: Line up just behind the foul line with the feet about 10 inches apart and either parallel to each other or with one foot slightly advanced—so long as you're perfectly comfortable.

Hold the ball at about waist level with the forearms parallel to the floor, elbows in but not touching the body. Grip the ball along the sides, keeping the fingers slightly spread with thumbs wide and pointed toward the basket.

The finger pressure is only moderate, with the palms and heels of the hands kept off the ball. The trunk is held erect and the head up, eyes trained on the middle of the front rim.

Now bring the ball downward toward the knees, flexing the knees slightly but keeping the back straight. Turn the wrists slightly inward until the thumbs point downward. Carry the ball down to a point just inside the knees between the thighs—keeping the feet flat on the ground.

For the release, merely reverse the action of the arms. Bring them up and forward, while straightening the knees. The ball is released with a wrist snap at about shoulder level. The thumbs leave the ball last, with the wrist snap imparting back spin. Let the arms follow through naturally overhead and finish up on the toes, palms facing the basket.

TWO-HAND OVERHEAD: This type of shot will vary a great deal, depending upon the set-shooting style of the individual.

Most of the better shooters hold the ball just under eye level or even overhead, with the elbows bent and close to the sides. The shot is taken exactly like the set, the knees bending slightly and then straightening as the ball is released with a wrist snap.

A player will normally assume the half-stride stance with this shot, but can use the parallel stance if he feels more comfortable with it.

ONE-HAND PUSH: This also is nothing more than a one-hand set shot from the foul line. And again you'll find individual variances in it.

The ideal one-hand shooter will

set up with the right foot slightly advanced and the ball held in both hands just under eye level. The bottom hand supports the ball with spread fingers, while the right (top) hand is kept directly in front of the player's face. As in the other shots, the knees are slightly flexed.

The ball is then raised with both hands. As the left hand comes off, the right wrist folds back until the back of the hand faces the body. The knees straighten out and the ball is released with a wrist snap—the arm straightening out and the player coming up on his toes.

PRACTICING THE SHOT

Some coaches are content to have their boys shoot 50 a day either before or immediately following practice. That's fine—up to a point. This type of practice develops balance, rhythm, form, and grooving.

But it doesn't embody two vital essentials—pressure and fatigue. In a game situation, the player invariably will be tired when he sets up the foul line and he'll be shooting under pressure. What's more, he'll be shooting only one or two shots—not 20, 30, 40, or 50. In short, he won't be able to work into a groove with a steady stream of practice shots.

The wise coach will hence adapt his foul-shooting practice to game conditions. After letting the boys take their 25 to 50 continuous free throws for a week or two, he'll begin working the free-throwing into his regular scrimmages. He may either call the fouls as they occur and have the players take them exactly as they would in a game, or he may stop scrimmage several times and have each man take two attempts.

Thus the players will be shooting when tired and under pressure. They'll be called upon to concentrate on just one or two shots. (The shooting of a large number of free throws at one time becomes monotonous and induces carelessness.)

To assure maximum efficiency, the coach can combine both methods of practice—having the boys shoot their 25 or 50 before (or after) practice while incorporating the pressure shooting into his regular scrimmages.

To motivate the players, a large chart may be posted in the locker room giving a running (game-by-game) account of each player's foul-shooting record—including number taken, number converted, and percentage.

This type of chart will appeal to the boys' pride and make them extremely percentage conscious.

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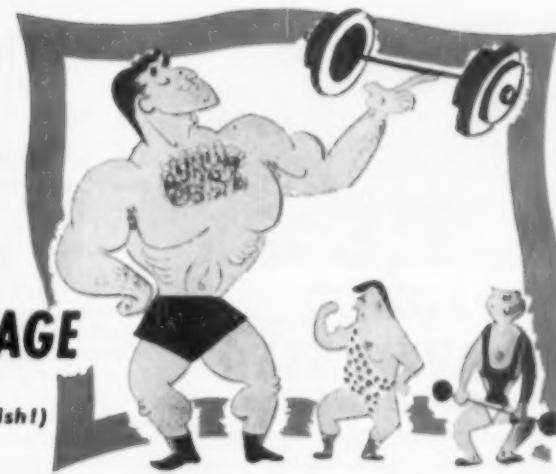
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"The Shooting Over There"

(Continued from page 5)

these is between national teams. Games such as between Italy and France are usually held annually under the aegis of the IBF.

The other type of competition is between club teams of the different countries, and hundreds of these games are played every year. The arrangement of these games is left to the teams involved, being no concern of the national and international federations.

Each country has certain organizational differences. The communist nations have state-supported programs with a politically appointed basketball director and many state-paid coaches.

In Italy, basketball is played mostly by sport clubs. These are sponsored by various industries or are financed by gate receipts or subscription. The Italian basketball federation is subsidized by the Italian Olympic Committee, which in turn gleans its funds from a giant lottery based on the results of the weekly football games.

Basketball is a year-round game in Europe. Due to the lack of adequate gyms, many games are played out of doors.

The European ball, though of the same specifications, is greatly inferior to the molded balls used in the USA. It's a highly paneled affair, very much like a soccer. As a result—and because of the outdoor conditions—it doesn't afford as true a flight as the American ball. For this reason, there isn't much outside shooting—encouraging lots of zone defense.

Practically every country has national coaches or instructors who go from city to city conducting clinics and giving demonstrations to coaches. These coaches take periodic examinations, much like referees in the USA, and receive cards from the national federation authorizing them to coach. There are similar clinics for referees, who are also licensed by the federations.

Basketball was introduced in Europe by the YMCA, and even today many of the top officials are YMCA men. American servicemen in World War I helped spread interest in the game, and the acceptance of basketball on the Olympic program in 1936 struck another telling blow.

The Harlem Globetrotters have also helped stimulate spectator interest, and competition between US army teams and local clubs has done much to raise the standards of play. In addition, many Americans attending college in Europe play on local teams, and American coaches have been employed in many countries.

But the biggest factor in the promotion of the sport has been the state-subsidized programs in the com-

munist countries. I've seen crowds of 40,000 in Hungary, 25,000 in Belgrade, and over 50,000 were on hand for the 1953 European championships in Moscow. It's estimated that there are over 1,000,000 players in the Soviet Union alone.

As for the standard of play, it's rapidly approaching the US level. However, due to our school program, we still have a big advantage. Our players begin earlier and have superior coaching. This is especially important with the taller player. The European teams cannot match the Americans in big, fast, and versatile players.

Insofar as fundamentals and tactics are concerned, the gap has been closed, especially in team play. But in individual skills, the Europeans are well behind us, particularly in precision shooting. For example, the jump shot is only four or five years old, and effective pivot play lags another 10 years behind.

PLAY BY ROTE

The European teams play by rote, sticking to pattern offenses with very little individual imagination and initiative. The players do a lot of driving and are always forcing their way in. As you'd expect, there's lots of fouling. But seldom is it called on the offense! The onus is heavily on the defense. (That ought to send our offense-crazy Americans pouring into the steamship offices to book passage for Europe!)

The recent tour of the Syracuse Nationals was a big help in boosting basketball. The movements of these great players are now being simulated throughout Europe, and should bear fruit in the near future.

The International Federation conducts clinics and demonstrations for coaches and officials at each important championship. The problems involved in developing a uniform interpretation of the rules are considerably more complex than in the USA. Language problems and distance make it a difficult task.

During the past year, the national teams have accelerated their programs in order to be prepared for the Olympics. The Russian team will have played over 20 games this year, including a tour of South America.

To those skeptical of any challenge to American domination, it might be pertinent to point out that the official US team has been beaten twice in international competition—in the first world championship and during the Pan American games last year. And there's always the spectre of what happened to the Canadian hockey team at the Winter Olympics.

Nobody is predicting a defeat of the US team, since it still possesses a wide margin of superiority. But it isn't wide enough to encourage complacency. It will take our best team in the best condition to keep the US undefeated in Olympic competition.

Before turning out the lights and locking the door on this discussion, we'd like to relay a parting two-hander by our friend, Larry Kilklick:

"After a close-range view of the basketball being played in Europe and the Near East, I'd say that basketball definitely needs internationalization. The game all over the world should be standardized with respect to equipment (particularly the ball) and the rules.

"Thanks to the dereliction of the Americans who originally interpreted the rules over there, the Europeans permit an extra step on offense — which enables them to cover practically a half court on the supposed two-count rhythm rule — and allow the offense almost unlimited freedom in driving by, over, and through the defense.

"One more word: I don't give a hoot what our political observers say about the anti-American feeling in Europe and the Near East. From the reception accorded the Syracuse Nats last summer, I'd have to say that they love Americans over there."

State Sidelines Via the National Federation

OKLAHOMA is one of the 18 states which determine a state championship in football. A series of play-off games is sponsored in two classes, with a small percentage of the gate receipts going to the state association to help meet overhead expenses. This amount is only a small percentage of that derived from the state basketball tournaments.

The Iowa H. S. A. A. operates a comprehensive visual education department which stocks several hundred educational films. These are made available to member high schools at a small rental charge designed to cover the cost of mailing and repair. One of the office staff devotes her entire time to servicing the films.

In baseball, football, and basketball in Iowa, approximately 18 meetings are held at the beginning of each season, with each being conducted by the executive secretary or the assistant secretary. Every meeting is preceded by a dinner

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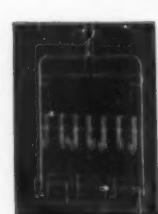
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The Oregon and Nebraska state associations include all public schools—elementary, junior high, and senior high. A degree of supervision is provided for all 12 grades. Since the work of the Association is primarily with the school activity program, efforts are concentrated on the junior and senior high school grades.

In Oregon, contacts with the grade schools are primarily in connection with the accident insurance plan which provides general coverage for any pupil. This type of coverage isn't confined to athletic activities, but covers the pupil from the time he leaves home in the morning until he returns home after school.

New Hampshire is one of the several states which permit certain high school tournaments to be sponsored by a college. The limitations include the following: The meet must be administered by the college; it must not involve schools which have already competed in state athletic sponsored tournaments; it must be held after the state association tournaments have been concluded; and it must be of a non-profit, non-benefit nature.

Indiana is one of several states which give some recognition to eligibility status in another state when a boy from such state transfers to an Indiana school. As an illustration, a boy who has become ineligible because of having reached the age limit in a neighboring state is also considered ineligible if he transfers to an Indiana school, even though the Indiana age limit is higher.

This is by action of the Board of Control and is a tentative ruling until such time as the Athletic Council meets to determine whether a permanent rule to this effect is to be adopted.

Kentucky has a similar rule, and the Illinois Board has taken emergency action on one or two cases of a similar nature.

One of the items to be discussed at the January meeting of the state executive officers is this interstate relationship. There's a possibility that a nation-wide recommended eligibility rule of this type will be considered by the National Council at the June meeting of the National Federation.

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Coaches' Corner

(Continued from page 35)

The Indianapolis Indians of the American Association are municipally owned by 6,672 fans. Thus, when a visiting batter once fouled ball after ball into the stands (at \$2.75) each, a spectator-stockholder yelled: "Hey, let's walk this guy. It's much cheaper!"

Though Boys H. S. in New York City has four kids named Williams on the football squad of 33, Coach Wally Muller remains unperturbed and unconfused.

"I have a formula," he declares. "Whenever I praise one of them, I use his first name. When a bawling out is in order, I just refer to Williams. That keeps all of 'em on their toes!"

Head's-Up Hockey

(Continued from page 29)

ments: When coming in on a goalie, players should look before they shoot. They must look to see what openings are available or created for use as a target so that they can give the shot proper direction toward that goal.

Also, players must look as they come in on the goalie for any tip-offs he might give that will aid him in scoring. For instance, if the goalie commits himself prematurely and goes down, then your countermove is to lift the puck to the top of the net with a quick flip of the wrist. Or if the goalie comes sliding out, then your countermove is to take a quick wide lateral dribble to either side and "tuck" the puck in the net behind his back. If the goalie commits himself too soon either to his left or right, then your countermove is to shoot for the opposite corner.

The four most vulnerable spots to shoot are the two lower corners and the two upper corners of the net.

Sports Assembly

(Continued from page 33)

All the timers, scorers, judges, and other officials came from the high school faculty—without whose assistance and cooperation such an endeavor would have been impossible. The award ribbons were made in the print shop, while the cost of the apples was defrayed with student body funds.

While the organization of such a venture can become quite complex, the affair is definitely worthwhile. It meets an essential need, both of the individual and the group. At Riverside, it has become one of the most enthusiastically awaited assemblies of the year.

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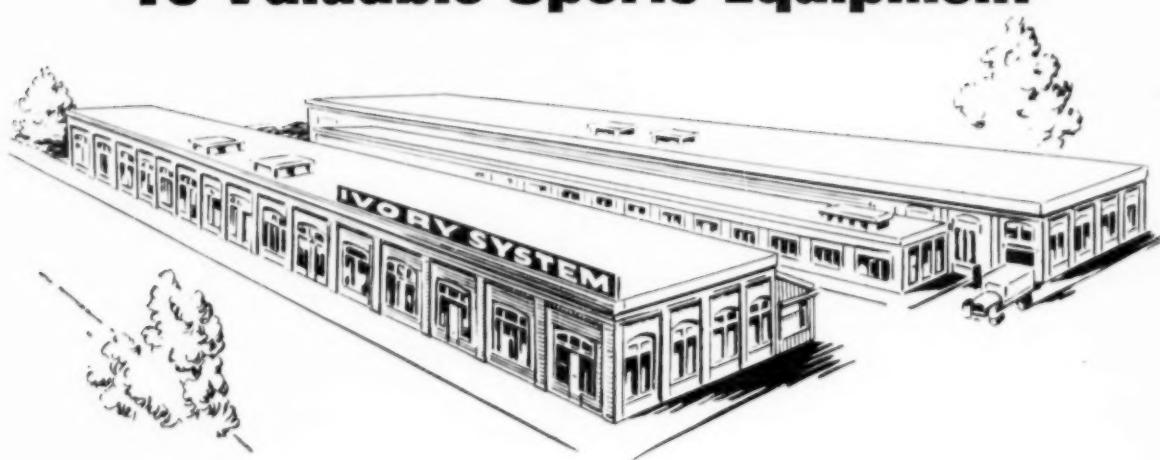
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